DOCUMENT RESUME

ED 226 842 PS 013 380

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TITLE A Catalog of Parent Involvement Projects: A Collection of Quality Parent Projects for Assisting Children in the Achievement of Basic Skills.
INSTITUTION InterAmerica Research Associates, Rosslyn, Va.
SPONS AGENCY Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE Sep 81
GRANT DE-300-80-0799
NOTE 67p.
PUB TYPE Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Basic Skills; *Delivery Systems; Early Childhood Education; *Home Programs; *Information Services; *Instructional Materials; Parent Education; *Parent Participation; Parent School Relationship; *Program Descriptions
IDENTIFIERS *Parenting

ABSTRACT

This catalog provides up-to-date information concerning projects that pursue parents' involvement in assisting their children to develop basic skills. Based on recommendations of a panel of experts, parenting projects have been classified into three categories. Section 1, "Comprehensive Parenting Projects," describes programs with multiple services for parents. These frequently include orientation and training sessions, distribution of awareness materials, scheduled parent/teacher conferences, and regular distribution of instructional materials for home use. Section 2, "Educational Materials and Information Service Projects," discusses projects specifically designed to be used by parents at home as they assist their children in math, reading, and communication skills. The focus of section 3, "Home-based Service Delivery Projects," is on projects that place special emphasis on increasing parental effectiveness by working with the parent and child at home. Finally, section 4 includes ordering information about projects that have developed and made available specialized materials. A set of indices for cross-referencing projects is also provided as an aid for identifying the projects described. (MP)

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# CATALOG

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# A CATALOG OF PARENT INVOLVEMENT PROJECTS—
# A COLLECTION OF QUALITY PARENT PROJECTS FOR ASSISTING CHILDREN IN THE ACHIEVEMENT OF BASIC SKILLS


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September 1981

Developed pursuant to Contract No. DE 300-80-0799
by InterAmerica Research Associates, Inc.

A project funded by the United States Department of Education under Title II of the National Basic Skills Improvement Act, Public Law 95-561.

The project presented or reported herein was performed pursuant to a contract from the United States Department of Education. However, the opinions expressed herein do not necessarily reflect the position on policy of the United States Department of Education, and no official endorsement should be inferred.

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# PREFACE

The *Catalog of Parent Involvement Projects* provides an up-to-date collection of information concerning projects which pursue the involvement of parents in assisting their children develop basic skills.

The *Catalog* describes some of the nation's outstanding parent involvement projects. The publication contains descriptions of projects which highlight comprehensive parent involvement. It also addresses projects which deal with educational materials and informational services as they relate to parents. A third section exposes the reader to home-based service delivery projects.

The *Catalog of Parent Involvement Projects* is intended to assist school administrators and teachers in maximizing opportunities for the utilization of parents in the education of children.

The Basic Skills Improvement Program (Title II, P.L. 95-561) authorized the use of funds to support activities designed to enlist the assistance of parents working with schools to improve the skills of children. The *Catalog of Parent Involvement Projects* is one such activity designed to meet this objective.

Educators who want to initiate parent involvement or those seeking to intensify the role of parents in the awesome task of helping children equip themselves for a successful and fulfilling life should find the publication useful.

Gerald W. Elbers
*Deputy Director*
Basic Skills Improvement Program

# ACKNOWLEDGMENTS

Many thanks are due the project administrators who so willingly provided us with information on their parenting projects. Without their cooperation this publication would not have been possible.

We sincerely appreciate the contribution of Dorothy Rich, President of the Home and School Institute; Mildred E. Jones, Director of the New York City School Volunteer Program; and Don Davies, President of the Institute for Responsive Education. They had the difficult task of making the final selection of the projects to be included in the publication.

We also thank Sherwood R. Simons, Project Officer, U.S. Department of Education, whose guidance ensured that the publication be a practical one and serve the needs of its intended audience.

Members of the staff of InterAmerica Research Associates deserve special recognition. Monica Garlington contributed valuable assistance in identifying projects, abstracting project materials and organizing the publication. Mary Nieter diligently abstracted project materials and painstakingly contacted project administrators to verify the content. Dana Croyle provided much needed assistance with logistics and administrative concerns.

Many thanks to Norberto Cruz, InterAmerica's Project Manager, for thoughtful comments and suggestions which helped to shape the development of the *Catalog*.

Finally special recognition is given to Nancy J. Holland, Project Director, for (1) directing the national search for quality projects, (2) convening and leading the panel of experts, (3) producing the final publication and (4) providing all other work needed to complete the project.

John J. McCarthy, Chief
*Special Projects Branch*
Basic Skills Improvement Program

# INTRODUCTION

". . . . The greatest untapped resource for dealing with the problems of America's school children may in fact be parents. They are economical, have a vested interest in their children's achievement and apparently are eager to help."*

Since the advent of parent-teacher associations, parents have long been encouraged to participate in school related activities. Participating on advisory councils, working as aides in the classroom, and joining school activities are some of the routes to involvement. However, parental involvement is not limited to activities which parents can perform within the confines of the school building. Parents, if not viewed as the most important educator of their children, are certainly seen as the first educator. With this in mind, the educational process has been extended and parents are encouraged to tutor their children at home. It is generally believed that parental involvement in the home has the potential for effecting the child's academic performance in a very positive way.

This *Catalog* is a resource for those who want to involve parents as tutors. Through use of this publication, administrators will be able to identify projects which have been successful in engaging parents as partners in their children's education. The directory provides a description of selected projects and highlights the features which would be most relevant for replication. Specific information about an individual project may be obtained by directly contacting that project staff.

InterAmerica conducted a nationwide search to identify basic skills projects which use parents as tutors. This search was not a research study designed to generate definitive conclusions about parent involvement in education. Rather, it was designed to gather general information on parenting projects. The survey resulted in a collection of projects which met a standardized set of criteria. A recognized panel of experts in the area of parent involvement in the schools selected the final projects to be included in the publication from this collection. The *Catalog* may be considered a state of the art of basic skills parenting projects as revealed by the results of the survey. In varying degrees the selected projects represent:

- The support of parents as primary educators of their child;
- Activities and training for parents who wish to assist their child in learning basic skills;
- Home and school related experiences and activities;
- The promotion of learning activities for children and parents that focus on fostering the child's positive self-image and the development of effective parenting skills.

**Organization of the Catalog**

The projects included in this publication use different kinds of interventions as a way of bridging the gap that so often exists for the parent and child between instruction in school and the home environment. Based upon the recommendation of the panel of experts the parenting projects have been classified into three categories: comprehensive parenting projects, educational materials and information services and projects which provide home-based service delivery. Several generic programs, such as Home Start, Head Start, Follow Through and School Volunteers are represented by specific examples. Many of the projects receive funding authorized by Public Law 95-561, as amended. The following Congressional legislation authorizes funding in support of these projects: Title I, Education for the Disadvantaged, Elementary and Secondary Education Act; Title II, The Basic Skills Improvement Program; Title IV-C, Improvement in Local Education Practice-State Grant Program, Elementary and Secondary Education Act; and Title VI, The Emergency School Aid Act.

Section One: *Comprehensive Parenting Projects* describes programs with multiple services to parents. They often include orientation and training programs, distribution of awareness materials, scheduled parent-teacher conferences, and regular distribution of instructional materials to be used at home.

*"Learning Begins at Home: Parents as Teachers." *Washington Post*, August 9, 1981.

Section Two: *Educational Materials and Information Service Projects* covers projects with instructional resources for parents. Projects included in this section systematically send home instructional materials quite separate from homework assignments which children might routinely bring home. These materials may include simple, common strategies and activities specifically for parents to use. Other projects provide instructional services over the telephone.

Section Three: *Home-Based Service Delivery Projects* discusses programs with activities at a central facility as well as trained staff who regularly visit the home of parents participating in the program. During these visits, the staff provides individualized guidance to the parents on effective ways to improve parenting techniques, methods of tutoring and methods of engaging the child in a learning situation.

Provided in Section Four is ordering information about projects which have developed specialized materials and make them available to others. And finally, a set of indices for cross-referencing projects has been included as an aid in identifying the parenting projects included in this publication.

A companion publication, *An Almanac of Tutorial Projects—A Collection of Tutorial Projects Involving Basic Skills Instruction* provides information on projects in which tutors—adult volunteers, high school students, teachers—are instrumental in helping others acquire reading, math, and written and oral communication skills.

# SECTION ONE
## COMPREHENSIVE PARENTING PROJECTS


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# COMPREHENSIVE PARENT PROJECTS

> Perhaps the most encouraging, and for the nation's schools the most crucial side effect is that by involving the whole family in a pursuit of knowledge, even the least advantaged will discover what they can achieve, not just in the classroom, but in the society.*

Parent involvement in the schools is not a new phenomenon. What may be considered new is that parents are now encouraged to participate in the educational process to a much greater degree. No longer are parent activities in the school limited to assisting as the "home-room mother," serving as a monitor on a field trip, helping support special school activities or attending regularly scheduled parent-teacher conferences. Instead, school support systems actively involve parents in the academic achievement of their children. By using parents as tutors and by providing practical ways of relating classroom activities to the home, the school community is eliminating some of the barriers that have frequently existed between the classroom and the home environment.

One way of bridging the gap or overcoming barriers between the home and the school is described in this publication as Comprehensive Parent Projects. These projects frequently provide a multitude of services for parents, including:

- Orientation, training and workshops on effective tutoring and parenting techniques;
- Informational materials, such as newsletters, brochures and fliers;
- Visits to the home by project staff;
- Instructional materials for use at home to supplement classroom activities; and
- Parent support groups.

Several of the projects described in this section provide services through a center facility. The *Early Education Project/Parent-Infant Program* is designed specifically for parents of hearing impaired children. At the center parents may develop strategies for use at home with the child. The *Parent School Partnership Project* operates a Family Learning Center for learning disabled elementary school children and their parents.

Parents of children of all age categories are involved in the schools. Both the *Home Curriculum Program* in Detroit, Michigan, and the *Parent/Student Partnership in Learning Program* in New Orleans, Louisiana, are designed for parents of middle and junior high school age students.

Parents of handicapped children develop tutoring skills in projects such as the *Family, Infant and Toddler (FIT) Project* and at the *Teaching Parents Program* in which parents work at a center and transfer those experiences to the home setting.

Workshops on developing tutoring techniques, coordinating school activities with planned home activities, and providing specialized newsletters with learning activities are some of the resources provided by projects, such as *School Volunteers for Boston, Inc., The Parent Readiness Education Project* in Rockford, Illinois, *Parents Active in School Studies* and *Acoma Partners in Basics*.

*Dr. Dorothy Rich, President of the Home and School Institute

# ACOMA PARTNERS IN BASICS

+X÷ Pre-K-3

**Math**
**Reading**
**Written Communication**
**Oral Communication**
**Pre-K-3**

**DESCRIPTION** Based upon the premise that parents are their child's most significant educators and learning resources, this project develops basic skills through parental tutoring of young children at home. Locally developed materials reflecting the culture and traditions of the Acoma Pueblo are used to teach or reinforce these basic skills which are taught by parents trained to be learning facilitators. In addition, a network of parents and community volunteers provides homework aid and tutoring to students referred by classroom teachers. Instructional materials are developed by parents, teachers and community members of all ages and published on site. Bi-monthly workshops introduce materials and inform parents about their use. Teaching staff make yearly home visits for project evaluation.

**PARENT AS TUTOR** Two aspects of the project emphasize the role of parent as teacher: parent workshops and parental tutoring of children at home. The bi-monthly workshops focusing on understanding the basic skills areas of reading, writing and math help parents work with their children in home study situations. Parents of pre-schoolers learn to provide a foundation upon which to build basic skills, while parents of elementary school children focus on the basic skills themselves.

Demonstrations, role plays and videotapes are used in training and handouts are given to parents to take home as reminders of important concepts and skills. Related topics are also covered in monthly articles in the community newspaper. Parents and community members may also serve as volunteer tutors for children in classrooms up to grade 6.

**INSTRUCTIONAL METHODS AND MATERIALS** Parents provide the thread of continuity in the children's acquisition of basic skills from pre-school years through grade school. Culturally integrated materials are jointly developed by staff and parents, and the home provides the contextual support for success in the school setting. Two sequences of materials are used, one for pre-school years and the other for elementary grades. A language experience approach to reading is adopted while math is taught using a gaming approach. Reading and counting texts are included, as are calendars, pictures, storytelling and themes of Acoma life which are modified into games. Professional staff members make an annual home visit to collect feedback and information about the child's development.

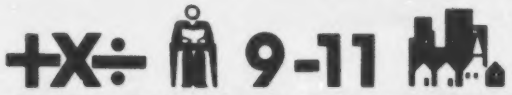
**EVALUATION** Although complete data will not be available until 1982, CIRCUS and California Test of Basic Skills scores reflect achievement in reading, oral language and math. Parent attitudes will be measured and compared to those of non-participating groups. Plans are in progress for the collection of data from randomly sampled sub-groups of the existing evaluation groups, using a criterion-referenced instrument that charts metalinguistic awareness.

**SERVICES AVAILABLE** Staff can provide workshops and consulting services on materials development with emphasis on community involvement in creating instructional aids.

**IMPLEMENTATION REQUIREMENTS** Approximately 115 parents and 175 children are involved in this Title II-supported project for Native American families. Operating costs, including materials, are about $52,000. Staff needs include 1 project director, 1 materials development specialist and 1 part-time secretary for the year-old project.

**CONTACT** Sandra Simons, Coordinator, Box 307, Pueblo of Acoma, NM 87034, 505/552-9455

# BASIC SKILLS PARENT PARTICIPATION PROJECT




**Math**
**Reading**
**Grades 9-11**
**Urban**

**DESCRIPTION** This parent participation project facilitates communication between parents and students in order to improve student performance at the high school level in reading and math. Based on the premise that adolescents benefit from emotional support provided by their parents, the project helps parents understand developmental processes in an effort to enhance the adolescents' ability to acquire basic skills. Another key assumption of the project is that parents involved with the education of their children may feel more effective, thereby transferring their constructive feelings to the adolescents. Such feelings of effectiveness seem to be positively related to academic achievement.

Participating students are enrolled in a compensatory education program. Once each month, parents and their adolescent children attend workshops which focus on the need for specific academic skills, methods of acquiring them, and the parental support necessary for effective learning. Parents and children develop contractual agreements designed to create a positive, clearly-defined learning atmosphere. A home-school liaison works directly with the parents to encourage their active involvement in the project. This project's success is based upon fiscal support from the Basic Skills Program; commitment from personnel and cooperation of the school administration; and adherence to the strategies designed for the project.

**PARENT AS TUTOR** The project is oriented around a set of regularly scheduled workshops, either for parents and their adolescents, for the adolescents themselves, or for a compensatory education teacher working with parents and adolescents. The parent participation strategies reinforce basic skills remediation provided by the compensatory education programs. The workshops focus on adolescent developmental needs, methods of improving skills, and parental roles in meeting needs. The creation of a positive home environment and the development of communication skills are emphasized. During the approximately 10 workshops in the series, parents are paired with an adolescent other than their own to gain practice.

**INSTRUCTIONAL METHODS AND MATERIALS** Reference materials and guidelines are available for the development and implementation of workshops. Materials regularly utilized in compensatory education classes are also available for parent and student use, and parent or student workshop manuals are available. An important project goal is to develop an internal "Locus of Control" orientation in the student.

**EVALUATION** California Test of Basic Skills pre- and post-test results indicate growth over a 9-month period, with an average score of 5.7 NCE in reading and 10.2 in math. Findings from the Crandall IAR Scale demonstrate that project participants show greater gains toward achieving an internal "Locus of Control" than those in a control group. Results of a parent survey will be analyzed to determine the extent of knowledge increase as a result of the project's training.

**SERVICES AVAILABLE** Project staff can provide workshop manuals, staff training to increase parental participation, and training in the use of instruments and manuals.

**IMPLEMENTATION REQUIREMENTS** This Title II-funded project is in its first year of operation, serving 25 to 30 students and their parents. A workshop facilitator is needed to implement this project.

**CONTACT** Dr. Stephanie Robinson, Director, Montclair Public Schools, 22 Valley Rd., Montclair, NJ 07042, 201/783-4000

# THE CATHOLIC UNIVERSITY OF AMERICA BASIC SKILLS PARENT PARTICIPATION PROJECT

**Reading**
**Written Communication**
**Math**
**Pre-Kindergarten-6**
**Urban**

**DESCRIPTION** This project is designed to achieve the following 2 basic goals related to parental involvement in the education of their children: 1) Identification and development of effective parental strategies to foster basic skills acquisition in children, and 2) Identification of delivery tactics to reach previously uninvolved parents. The content of the project is designed to help parents reinforce skills stressed in the District of Columbia's Competency Based Curriculum as well as in the curriculum plans of private schools. Three public schools and 1 parochial school are participants at present. Parents, who meet monthly, pilot test school-related activities and materials with their children at home, reviewing and evaluating them later with project staff and school officials. In addition, they provide assistance in the development of new materials and activities. A newsletter providing project information is published by staff for distribution in the schools.

Each project school also participates in a Reading is Fundamental (RIF) matching project, supported by the United Black fund, to acquire and distribute 3 books to each child. A specially equipped van, the Pepmobile, sponsored by the local electric power company, provides RIF book distribution in school neighborhoods, as well as motivational films and sessions introducing home teaching activities. The project owes its success to an innovative curriculum focusing on the use of basic skills in a real world environment and the support of local organizations and businesses.

**PARENT AS TUTOR** Approximately 10 to 20 parents in each school meet once a month to develop parent awareness strategies, teaching methods, materials and criteria for selection of materials for home use. In the next 2 years, parent orientation and training sessions, conducted by project staff and previously trained parents, will be held in additional schools. The materials and activities developed from the first year will be incorporated into the training during the second and third years.

**INSTRUCTIONAL METHODS AND MATERIALS** Most activities attempt to use materials and equipment found at home as well as in the classroom. Concrete suggestions are also published each month in the newsletter and disseminated through the parent meetings. Activities for 4- to 6-year-olds include puzzles, reading from books, and "real world" reading and math activities such as reading signs or going shopping. For ages 6 through 12, activities support the school curriculum and include parents reading to and with children, retelling reading experiences and stories, discussions, counting, measuring and problem solving.

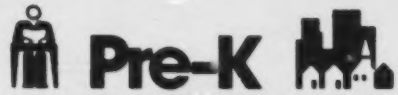
**EVALUATION** Based on the Context, Input, Process and Product (CIPP) model, evaluation has included a needs assessment from professional sources as well as from parents; feedback from parents via phone; in-depth interviews; and assessments of individual activities. Records are kept of attendance at parent meetings and of those children and parents receiving books from the Pepmobile.

**SERVICES AVAILABLE** Staff training, curriculum development and technical assistance can be provided.

**IMPLEMENTATION REQUIREMENT** In this pilot year, 1,793 students in 4 schools and 10 to 20 parents in each school were involved. Operating costs are $47,900 and funds are provided by Title II. Minimum staff requirements include 1 principal and 3 school staff persons.

**CONTACT** Dr. Irene Blum, Project Director, The Catholic University of America, School of Education, Washington, D.C. 20064, 202/635-5800

# CHILD-PARENT CENTERS




**Reading Readiness**
**Pre-K**
**Urban**

**DESCRIPTION** Conducted through the public school system, this project provides a highly individualized instructional program for pre-school children and an at-home program for parents working with them. Parents are also encouraged to volunteer in the classroom. Auxiliary services including medical help, speech therapy and developmental social services are provided by the project. At each center, a parent-resource teacher works with teachers and parents, conducting parenting skills classes, conferences and sessions to create materials. A locally produced curriculum, based upon a local skills checklist, is updated at conferences between the parent-resource teacher and the parent.

Validated by the JDRP, the project has received strong community support, expanding to a total of 25 centers functioning in existing school buildings. Parent Advisory Councils in each school have an Educational Advisory Committee component which addresses the needs of the center in that school. The success of this project is attributed to parental involvement reinforced by a structured parent program; an effective organizational structure based upon small center and class size; and the presence of a head teacher on site.

**PARENT AS TUTOR** In addition to instruction and direction given by the parent-resource teacher, medical, speech and social services are provided to families for a well-rounded pre-school experience for both parent and child. Early diagnosis of problems and deficiencies is a key element, and parent-resource teachers review diagnostic educational information with parents making suggestions of possible activities to do at home and assisting in the making of materials to use as items which supplement classroom teaching.

**INSTRUCTIONAL METHODS AND MATERIALS** The EARLY curriculum, based on 28 skills identified in 8 areas of readiness, presents activities in the classroom and also to parents for home use. Home instructional methods are designed to use everyday activities and home equipment as well as materials made under the direction of the parent-resource teacher. The key is joint parent-child involvement in the activities. Parents meet periodically with the head teacher and receive assistance from the parent-resource teacher. Special attention is given to adult basic education and English classes for bilingual parents when the need arises. (See pg. 48 for information on ordering instructional materials.)

**EVALUATION** Data from the California Test of Basic Skills indicated in 1980 that 54% of the 5-year-olds tested exceeded national norms. Informal assessment of the project format and curriculum, as well as the observed progress of children after leaving the project, indicate effective results. A study is being conducted among the lowest-functioning children and their parents to evaluate the effectiveness of parental involvement in upgrading basic skills.

**SERVICES AVAILABLE** Assistance is available in materials development, staff training and technical matters.

**IMPLEMENTATION REQUIREMENTS** This 14-year-old project serves 4,800 students and 3,840 parents in 25 centers. Funded by Title I and the local school district, the project reaches educationally deprived students in a large urban school system, including a significant number of minority and bilingual families. Costs of project operation include staff salaries, funds to maintain each center and $900 per center for materials. Per pupil costs are $1,838. Staff needs include 1 administrator, 1 head teacher per center, 1 teacher for every 17 children and 1 parent-resource teacher per center.

**CONTACT** Dorothy Kellberg, Administrator, Board of Education, City of Chicago, 228 North LaSalle Street, Room 1150, Chicago, IL 60601, 312/641-4585

# A COMPREHENSIVE PROGRAM FOR HANDICAPPED PRESCHOOL CHILDREN AND THEIR FAMILIES IN RURAL AND NON-URBAN AREAS

**Language Development**
**Counting**
**Pre-K**
**Rural**

**DESCRIPTION** Under the auspices of the Southeast Mental Health and Retardation Center in Fargo, this project provides a multi-faceted delivery system of diagnosis, home learning and support for families with developmentally delayed handicapped children. JDRP-approved, the project is comprised of 4 components: 1) The Magic Kingdom, a pre-school screening mechanism designed by Center staff; 2) Parents and Children Together (PACT), a structured group learning and sharing experience for parents using learning packets in a home setting; 3) Stimulating to Potential (STP), a home-based parental teaching effort aimed at minimizing developmental delay; and 4) the Therapeutic Evaluation and Treatment Center (TETC).

Trained parent volunteers work with professionals to plan various activities throughout the project. Taken together, the 4 components create a coordinated, low-cost delivery system for use in rural areas where travel barriers prohibit central facility use. Other factors enhancing project effectiveness include the combining of home-based and center-based services; parental commitment; linkage with other community agencies; and the use of a multi-disciplinary intervention team.

**PARENT AS TUTOR** PACT parents work at home with their children, using skills presented in group meetings and finding support in the group by sharing concerns and successes. STP parents receive home visits from a professional staff member once a week, at which time a review of the preceding week is conducted and plans are made for the next week. A developmental behavioristic model is stressed in all training with parents. Incentives, in the form of money or tokens, are provided to encourage parents and children to complete the learning packets received at group meetings.

**INSTRUCTIONAL METHODS AND MATERIALS** Emphasis is placed on identifying the level of intervention needed for individual children and on delivering services in a coordinated fashion. Instructional methods and materials are both locally developed and commercially produced. PACT has created field-tested and refined learning packets for project use. The STP home visitor provides instructional materials based on individual educational plans and teaches parents how to use these materials. (See pg. 49 for information on ordering instructional materials.)

**EVALUATION** In each project component, 3 areas are reviewed: parent and child progress, research and development, and demonstration of efficacy for other audiences. Methods include pre- and post-test reviews, attitudinal surveys, data collection and cross-group replications. Gains in parental and child knowledge and skills have been found, with the Alpern-Boll Developmental Profile showing per month developmental increases almost equal to the chronological age increase for the period analyzed.

**SERVICES AVAILABLE** Awareness materials, workshops, speakers and training as well as follow-up services can be provided.

**IMPLEMENTATION REQUIREMENTS** Approximately 60 parents and their children are involved in STP; about 40 of each are in PACT. Funds come from the Bureau of Education for the Handicapped; state social service and health sources; local public schools; child care agencies and sliding scale fees. Per family operating costs are $1,215 per year for STP and $30 for PACT, while Magic Kingdom costs are about $4 per child. A pre-school coordinator is needed to staff this 9-year-old project.

**CONTACT** Dr. William F. Hoehle, II, Director of Children's Services, Southeast Mental Health and Retardation Center, P.O. Box 2083, Fargo, NC 58103, 701/237-4513

# EARLY EDUCATION PROJECT/ PARENT-INFANT PROGRAM

**Oral Communication**
**Age 3 and Under**
**Urban**
**Suburban**
**Rural**

**DESCRIPTION** Designed for young pre-school children with slow or nonexistent language development, this project provides parents and children with auditory use enhancement and oral communication practice in a homelike atmosphere under the direction of a trained professional. Children are screened for extent of hearing loss, intellectual potential and social adjustment before being accepted into this project. Individual 1-hour sessions are held weekly in a homelike setting called the Home Demonstration Center. These sessions, recorded on videotape for future comparison with more recent tapes, focus on typical daily household activities and assist parents in devising learning strategies for use at home.

Parents participate in group meetings to share ideas and plan group activities. There are "fathers only" groups as well as evening and weekend groups for working parents. Support services include a series of videotapes presenting various elements of the project, and classes for 2-year-old children to facilitate the transition to the group settings. After the child reaches 3 years of age, placement in the pre-school program is considered. Factors contributing to the success of this project include early identification of problems and the use of parent-centered intervention to help resolve these problems.

**PARENT AS TUTOR** After receiving basic materials which explain activities, parents are instructed in techniques. The Home Demonstration Center allows parents to be physically comfortable in an environment similar to their own homes. Videotaping provides a history of parent and child progress throughout the year, and parents are taped 3 times each year, signing releases for possible publication of tapes through the Central Institute for the Deaf.

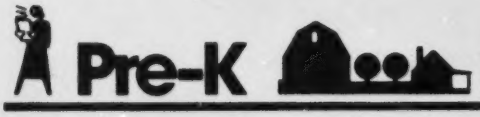
**INSTRUCTIONAL METHODS AND MATERIALS** Out of all the project materials, the most appreciated book is *Chats with Johnny's Parents*, which is recommended to parents upon their child's admission to the project. Slide-tape presentations provide basic program information and teach methods of using the home setting for growth and development of oral communication skills. Several videotape productions are also used to present the role of parents in helping hard-of-hearing children with language. (See pg. 48 for information on ordering instructional materials.)

**EVALUATION** Children are tested routinely throughout the program, using Scales of Early Communication Skills. Informal studies show that the parent-child relationship and the enhancement of auditory ability are optimized by exposure to the activities of the Home Demonstration Center.

**IMPLEMENTATION REQUIREMENTS** Fifty parents and 50 children from a variety of backgrounds are served by this project, funded by tuition, United Way, and private contributions to the Institute. Per pupil costs are $1,900 per year, with tuition providing at the most $1,500 of that amount. Staff need for this 23-year-old project include 1 administrator, 2 full time and 1 part-time nursery teacher and various auxiliary resource specialists, as required.

**CONTACT** Patricia A. Gilliam, Project Co-Director, Central Institute for the Deaf, 818 South Euclid, St. Louis, MO 63110, 314/652-3200

# FAMILY, INFANT AND TODDLER (FIT) PROJECT




**Communication**
**Pre-K**
**Rural**

**DESCRIPTION** FIT is a rural demonstration service project for young mentally retarded children and their families, operating in conjunction with an in-service training program for rural area professionals. After developmental screening, children and parents participate in weekly training sessions conducted by project staff at educational clinics. Parents, learning to enhance their child's development, practice skills under supervision. Support and discussion groups provide supplemental information for parents and help increase parenting skills. The extended family is also trained in developmental techniques.

Parents are involved in planning, participate in training, and serve on the Advisory Council. Agencies send appropriate allied professionals for ½ day of training per week for 9 months. The George Peabody College for Teachers at Vanderbilt University, which houses the project, also contributes professionals and resources. Parents and local professionals have developed the capacity to continue this project beyond the 3-year demonstration phase. Distinguishing features of this project include an ecological perspective which considers children to be functioning members of interlocking social systems, and a strategy of sharing ownership with community organizations in order to enhance commitment.

**PARENT AS TUTOR** After initial training sessions, parent discussion groups provide skill-building techniques and mutual support. Extended family members are encouraged to participate.

**INSTRUCTIONAL METHODS AND MATERIALS** Methods and materials are both specialized and generalized to facilitate adaptation to a variety of life situations. Commercially prepared materials are made available after complete diagnosis and are explained to and used by parents in training sessions. Materials are geared to developmental checklists which chart each child's progress. These lists address 8 developmental areas: gross motor development, personal-social skills, learning and speech skills nonverbal communication, eye-hand coordination, manipulation skills, cognition skills and verbal and gestural imitation. Individualized objectives, designed to fit the family lifestyle, are formulated and periodically reviewed. (See pg. 49 for information on ordering instructional materials.)

**EVALUATION** Evaluation strategies include the use of questionnaires, tabulations and hard data collection to measure student progress and the success of training methods. Indicators of the rate of development, as well as overall development, are taken into consideration. At present, data are being analyzed from the following assessment instruments: Uzgiris-Hunt Scales of Infant Psychological Development; Griffiths Developmental Scales; and the Bayley Scale of Infant Development.

**SERVICES AVAILABLE** Project implementation and curriculum guides are available. Some technical assistance is offered.

**IMPLEMENTATION REQUIREMENT** Twenty parents work with 20 children in this rural area project supported by grants from the U.S. Office of Special Education and the Tennessee Department of Mental Health and Mental Retardation. One project director, 2 teachers and additional allied professionals are required to staff this 3-year-old project.

**CONTACT** Harris Gabel, Director, George Peabody College for Teachers of Vanderbilt University, Box 151, Nashville, TN 37203, 615/327-8236

# FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (FOSPA)

**Pre-Reading**
**Oral Communication**
**Pre-Math**
**Pre-K**
**Urban**
**Suburban**
**Rural**

**DESCRIPTION** An early childhood family education project for 4-year-olds and their parents, FOSPA bases its activities on the belief that parents are the child's first teacher. Therefore, the project gives parents training to be effective educators with their children at home and in preschool groups. Parents and children participate in a 12-hour orientation program at the beginning of the school year, returning to the center during the year once a week for 2 hours to spend time together at learning stations. Parents also exchange activity kits and participate in a discussion group while their children take part in early childhood activities. Packets of materials are provided to be used with children at home.

The ongoing training for parents focuses on reading and math readiness and on oral communication. The approach used is one of guided discovery and learning, using the parent as facilitator. Parents avail themselves of school facilities and materials to coordinate activities and plan new ones. JDRP-approved, the project owes its success to acceptance and support of early childhood education activities on the part of the school district and by parents.

**PARENT AS TUTOR** After orientation, parents work with their children under the direction of a teacher during weekly preschool sessions, where they spend time with their children at learning stations, exchange activity kits with one another and participate in a group to share weekly learning and offer feedback. Throughout the course of the project, parents, teachers and coordinators work closely together. Those needing special attention receive home visits. Parents and children are observed for progress by other parents as well as by the teacher and parent coordinator. Parents report gains in their own skills as a result of such observation.

**INSTRUCTIONAL METHODS AND MATERIALS** Parents work with their children at home as well as in the classroom. Sixty-four activity kits are designed for use in the weekly preschool sessions as well as at home. The kits, distributed according to assessed skill areas, provide varied, sequenced, age-appropriate activities and adjunct objectives for every section. In addition to these kits, other instructional aids include learning stations, a parent handbook, a curriculum for parent discussion groups, a project guide, a Children's Room curriculum guide, and a preschool diagnostic battery. Guidebooks and orientation training sessions provide detailed instructions to the parent. Problem solving and question-answer formats are used with the kids, and discussions among parents, teacher and child are intertwined into all activities.

**EVALUATION** A preschool diagnostic battery, administered to each child at the beginning and end of the school year, indicates a gain of 25% in skills assessed, which include body image, auditory discrimination, visual discrimination, motor skills and classification. Project staff members meet informally before and after each project year to discuss objectives and achievements, and monthly staff development meetings are also held during the year. Parents complete questionnaires at the year's end.

**SERVICES AVAILABLE** Project staff can offer awareness presentations, staff training and follow-up technical assistance.

**IMPLEMENTATION REQUIREMENTS** Supported by funds from state adult education and community education sources, this 9-year-old project involves 535 preschoolers and their parents. Start-up costs are about $12,520, with ongoing expenses totaling about $8,490 for a 50-family project. Per pupil costs are $170. Staff needs include 1 administrator, 1 coordinator and 1 teacher aide, all part-time.

**CONTACT** Elaine McCormick Wray, Program Director, Independent School District #742, St. Cloud Area Vocational Technical Inst., Parent-Child Programs, Seton Hall, 1204 7th Street, South, St. Cloud, MN 56301, 612/253-5828

# HOME CURRICULUM PROGRAM

**Reading**
**Mathematics**
**Middle School**
**Urban**

**DESCRIPTION** The Home Curriculum Program offers parents of those middle school students targeted as deficient in academic subjects, especially reading and math, training and support from professionals and paraprofessionals as they seek to help upgrade their children's academic skills. A computerized checklist of reading skills provides a program for work at home in reading, showing parents and curriculum assistants particular strengths and weaknesses of each student. Materials are provided and instructions are given for homemade materials appropriate to the individual student's educational needs. Teacher specialists, assigned to each region of this large school system, supervise paraprofessional Home Curriculum Assistants at each middle school.

Workshops and training sessions encourage the establishment of home learning centers to reinforce academic skill knowledge with everyday materials and practical life skills activities. Parent activity rooms in schools provide workshop areas as well as a space for parents with children to work together or confer with teachers. Home visits are provided if parents cannot come to school. A Community Network Design facilitates information dissemination, coordinates resources and transportation, and identifies key residents for project interests and information generation. Factors contributing to the success of this project include the dedication of the Home Curriculum staff; support from the media, the community and local school personnel; and flexibility in planning.

**PARENT AS TUTOR** Parents receive services both at school and at home. The Home Curriculum Team receives feedback from parents about particular skills and issues which need to be addressed in workshops. These workshops provide information about such topics as drugs, single parents, the emerging adolescent, parent skills and the establishment of home learning centers. Under the supervision of a school paraprofessional, parent activity rooms are provided for workshops, individual conferences, and work periods for parents with their children. Home visits periodically check on parental involvement and needs, with most effort going to those who cannot come to school. Reviews of student progress and parental comprehension of lessons are included.

**INSTRUCTIONAL METHODS AND MATERIALS** Students are identified by reviewing standardized test results, including state and local reading tests and Iowa and California Tests of Basic Skills. Each school targets approximately 15 deficient students within the same grade and provides ongoing workshops and conferences with parents. Samples of materials which directly parallel a computerized skills list in reading are provided with explanatory notes. Skills checklists are provided periodically to measure student progress and identify deficiencies. (See pg. 49 for information on ordering instructional materials.)

**EVALUATION** Although no formal assessment of the project has been performed, informal approval suggests that this project is effective in improving academic performance and increasing parental involvement. Test scores in schools have increased during the course of this project.

**SERVICES AVAILABLE** Project staff can provide brochures and assistance with organizational structure.

**IMPLEMENTATION REQUIREMENTS** In each middle school, 15 students and their parents are involved in this project which serves a predominantly Black, economically disadvantaged population which also includes Hispanic and Arab children. Staff needs include 1 component supervisor for the school district, 1 home curriculum specialist per region, and 1 home curriculum assistant per school for each group of 15 students and their parents. The project is 5 years old.

**CONTACT** Virginia High, Supervisor, Dr. Cecil Good, Director, City Wide Reading, Detroit Board of Education, 5057 Woodward, Room 816, Detroit, MI 48202, 313/494-1590

# HOME STUDY PROGRAM (Parent/Student Partnership in Learning Programs)

**Math**
**Reading**
**Written Communication**
**Oral Communication**
**Grades 7-12**
**Urban**

**DESCRIPTION** As part of the overall Secondary Curriculum Improvement Program (SCIP) based on Bloom's Mastery Learning Theory, this project provides home study lessons in language and math basic skills to junior high and high school students. Teachers provide daily classroom instruction in basic skills, checking for mastery with criterion-referenced tests. Parents receive computerized reports showing their children's progress in basic skills mastery, and home study is assigned to help with those skills not yet mastered.

Parent in-service workshops provide an overview of the home study project and assist parents in developing home tutoring methods. A committee of teachers and parents writes the lessons for home use, while the public school system provides equipment, materials, space and funding. Contributing to the project's success are the efforts of the coordinator, who conceptualized the Home Study Program, and the involvement of parents working with their children at home.

**PARENT AS TUTOR** Four parent workshops are conducted at each of 5 pilot schools to help parents understand the tutoring process and the uses of the Parent Report Form which provides feedback to parents on their child's progress in basic skills. Specific workshop topics include an overview of the Home Study Program; a discussion of the role of family life in child development; methods of working with children at home; and an introduction to school curriculum. Parents evaluate the workshops and are pre- and post-tested on their knowledge of home study objectives and methodologies.

**INSTRUCTIONAL METHODS AND MATERIALS** Relying on the Parent Report Form, staff members recommend home study methods to carry out the basic skills assignments suggested. A telephone number is provided for additional homework assistance. Workshops help teachers incorporate basic skills into the everyday curriculum, and parents sign contracts to work on basic skills. (See pg. 48 for information on ordering instructional materials.)

**EVALUATION** Criterion-referenced tests, based on the New Orleans Public Schools Minimum Competencies document, check the students for mastery. Questionnaires, home study logs and classroom tests allow for periodic checks on activities, and data are collected on home study assignments, workshops, and tests. Overall evaluations are not yet complete.

**SERVICES AVAILABLE** Consultant services are available to assist in project start-up and implementation.

**IMPLEMENTATION REQUIREMENTS** This 2-year-old project has involved 38,000 students and their families, who are 85% Black and 15% White, at an annual cost of $50,000. Funding is provided by Title II and the New Orleans Board of Education. Staff requirements include optional parent liaison workers and 1 coordinator.

**CONTACT** Faye M. Haley, Home Study Coordinator, New Orleans Public Schools, 4100 Touro Street, New Orleans, LA 70179, 504/947-1810

# THE KENOSHA MODEL
## Academic Improvement Through Language Experience

**Math**
**Reading**
**Written Communication**
**Oral Communication**
**K-10**
**Urban**

**DESCRIPTION** This project uses a language experience approach based upon the philosophy that students speak best about that which they have experienced, write best about what they have spoken, and read best what they have written. After initial assessment, students referred by the principal or classroom teacher receive a flexible written Personal Performance Plan from the Resource Center Teacher. Parents are involved in all facets of the project, attending meetings, participating in Advisory Councils, tutoring their children at home, planning, developing parent training, publishing a parent paper, and overseeing such events as Parent Day or a Title I fair.

Handouts with suggestions for a wide variety of at-home activities are available for parent and child. The school provides materials for the Resource Center and for other parent-child activities. The most essential factors for the successful implementation of the project are a dedicated staff committed to the language experience approach and to active parental involvement, and effective staff and parent training. This JDRP-approved, NDN project has been adopted by 30 sites.

**PARENT AS TUTOR** During each year, every Resource Center has a minimum of 4 parent meetings, called School Advisory Councils. Two members of each Council are elected to serve on a District Advisory Council with school district staff and other community members. Home visits give parents information on all aspects of the project. In addition, training sessions are held for all project parents, and workshops planned by parents are devoted to their concerns.

**INSTRUCTIONAL METHODS AND MATERIALS** Liaison teachers prepare materials for parent use at home, based on the individualized language experience approach. Handouts provide specific pointers to help parents work with children at home. A 100 Minute Club utilizes an official reading card signed by a parent after reading to a child or listening to a child read for at least 5 minutes a day. Calendars are used to monitor the child's progress and attendance. (See pg. 49 for information on ordering instructional materials.)

**EVALUATION** This project is regularly evaluated by the results of the Peabody Picture Vocabulary Test, the Peabody Individual Achievement Test, the Gates-MacGinitie, the Test of Basic Experience, the Iowa Test of Basic Skills, and The Stanford Achievement Tests. Once a year the State of Wisconsin performs a 3-day observation of the project. The average growth of the participating students is at a rate in excess of 1.5 months for every month in the project.

**AVAILABLE SERVICES** Intensive in-service training is available to adopting agencies, as are materials, technical assistance, and a monitoring visit.

**IMPLEMENTATION REQUIREMENTS** Between 1,300 and 1,400 students and their parents, approximately 15% Black, 20% Hispanic and 65% White, are involved in this 10-year-old project funded by Title I. Operating costs are $1,000,000.00, at a per pupil cost of $714.28. One teacher per resource room is required for successful implementation.

**CONTACT** Tom Zuhlke, Program Director, Kenosha Unified School District No. 1, 625 52nd Street, Kenosha, WI 53141

# LEFLORE COUNTY, MISSISSIPPI
# FOLLOW THROUGH
# PARENT INVOLVEMENT PROGRAM

**Math**
**Reading**
**Written Communication**
**Oral Communication**
**Grades 1-3**
**Rural**

**DESCRIPTION** The primary goal of this project is to bridge the gap between home and school by offering support to parents as they become actively involved in their children's education. Developed as part of the local Follow Through Project, the Parent Involvement Program is designed around results of a parent and community survey created to gain information about community interests and needs. Parent workshops play an important role, providing information and curriculum-related activities, health and safety, and community responsibilities. Parents are also encouraged to visit Follow Through classrooms to observe and participate in classroom activities. Home learning aides provide supplemental guidance to parents at home and offer feedback concerning parent effectiveness.

This project was validated as an exemplary educational program by the JDRP in 1977. Factors important to its success include the voluntary participation of parents; low staff turnover; active program support from school administrators; the presence of a full-time staff trainer and curriculum supervisor; adequate staff training; and the involvement of a paraprofessional aide in each classroom.

**PARENT AS TUTOR** Plans for parental activities are based upon the results of a survey questionnaire completed by parents. A home-parent coordinator, responsible for overall project effectiveness, organizes and conducts weekly training workshops for parents and visits homes to demonstrate learning activities, teach children, provide information about progress in school, and inform parents about school and community activities. Parents may also participate in the Parent Advisory Committee and tutor in their child's classroom.

**INSTRUCTIONAL METHODS AND MATERIALS** Learning activities are coordinated with the activities of the Follow Through Program. During workshops, parents make materials and create learning activities to use at home. They are also encouraged to use everyday items which are readily available. Home-learning aides observe parents at home and demonstrate proper tutoring techniques.

**EVALUATION** The Home Coordinator reviews the project, determining specific areas for improvement or change. A survey of parents also provides comments and suggestions. Data collected in 1975, 1976 and 1977 indicate that second and third grade children in the project scored significantly higher than non-project children on the California Achievement Test and on the Productive Language Assessment Tasks instrument designed by High/Scope.

**SERVICES AVAILABLE** Awareness materials are available and visitors are welcome by appointment. Project staff will also attend out-of-state awareness meetings and provide training, follow-up and evaluation assistance.

**IMPLEMENTATION REQUIREMENTS** This 12-year-old project reaches about 150 parents and 325 students enrolled in the Follow Through Program, most of whom come from Black, low-income families. Funded by the National Follow Through Program in the U.S. Department of Education, the project can be implemented at different cost levels, depending upon available resources. Minimum staffing requirements can be met by the employment of home learning aides.

**CONTACT** Linda Brower, Resource Center Specialist, Educational Services Building, 1305 Highway 82 By-Pass, Greenwood, MS 38930, 601/453-4819

# PALS
# (Parent Aid in Improving Learning Skills)
# SCHOOL VOLUNTEER PROGRAM

**Math**
**Reading**
**Written Communication**
**Pre-Kindergarten-6**
**Youth**
**Urban**

**DESCRIPTION** The major objectives of this project are to ensure continuity between basic skills taught in school and at home by training parent volunteers to work with children on basic skill mastery in the classroom; training volunteers to transfer these skills to a home setting; refining skills of experienced volunteers; and disseminating all aspects of the project to interested school districts. An outgrowth of parental involvement in Head Start programs, the project now operates in 21 elementary schools, 7 middle schools and 2 parochial schools. Fifteen hours of pre-service training, supplemented by ongoing in-service workshops, assist parents in developing teaching skills for home and school.

Guidance for the parents by the staff of "Toybraries"—lending centers for home learning materials—formalizes the readiness experiences for pre-schoolers. Parents also receive training in developing materials for home use with pre-school children. Parents and other community members participate on an Advisory Council and do recruitment for the project. Elements of success for this project include the support of professional staff, the dedication of volunteers, the involvement of the superintendent and school board, and parental participation. The project has plans for replication in 1982.

**PARENT AS TUTOR** Volunteer parents already involved with at-home basic skills activities train new parent participants. In addition, 40 hours of orientation and training are provided for these new volunteers by the staffs of local participating schools, and 20 in-service workshops provide assistance to continuing volunteers. The volunteer's teacher is very supportive of the parent tutor during the year, offering assistance when needed. A modified version of the Child Development Section of the National Teachers Examination is used to pre- and post-test a random sample of parent volunteers on a pass/fail basis. The tutor keeps records of hours spent with each student and amounts of time devoted to each basic skill.

**INSTRUCTIONAL METHODS AND MATERIALS** Home and school materials are coordinated for continuity of basic skills education. Parents, staff and administrators pool their resources to devise many diversified activities and methods based on a diagnostic-prescriptive approach. Teacher-made materials are available for school and home use, and other materials are chosen or revised as needed to be appropriate to students, easily disseminated, inexpensive, and simple to replicate. The "Toybraries", where pre-schoolers spend 2 hours per week, contain games, books, records, crafts and other materials for home and school use. Training sessions for parents explain the use of materials, and Toybrary Center volunteers work with children at the Centers and at home. (See. pg. 48 for information on ordering available instructional materials.)

**EVALUATION** Teachers and principals conduct ongoing informal evaluations. Student progress is assessed 4 times a year by the teacher and tutor, and objectives for each student are constantly reviewed. Volunteer performance is assessed by the National Teachers Examination, by school principals and classroom teachers, and by records kept for each student.

**SERVICES AVAILABLE** Project staff can provide services in materials development, staff training, technical assistance, management, organization, and recruitment and retention of volunteers.

**IMPLEMENTATION REQUIREMENTS** Funded by the local taxes and, since 1980, by Title II, the project serves a population which is about 45% Black, 28% Hispanic and 27% White, reaching 21,764 students and about 1,000 parents. Operating costs for 2 years are $50,259. Staff needs include 1 administrator, 3 support staff and 1 office aide. The School Volunteer Program is 18 years old.

**CONTACT** Carolyn Onley, District 11, 1250 Arnow Avenue, Bronx, New York 10469, 212/920-1425

# PARENT PARTICIPATION PROGRAM/UNITED FEDERATION OF TEACHERS

**Math**
**Reading**
**Written Communication**
**Oral Communication**
**K-6**
**Urban**

**DESCRIPTION** Developed by the United Federation of Teachers of New York City, this project has 3 components: 1) a Dial-A-Teacher program for parents seeking to help their children at home with skills and homework assignments; 2) workshops addressing specific parental needs identified in assessments; and 3) a materials development effort which creates supplementary materials for use by parents and children at home. The Dial-A-Teacher component offers telephone help with homework from 4 to 7 p.m. Tuesday through Thursday. Parents attend workshops during the day or evening at participating school sites to learn tutoring skills, developmental psychology, and methods for making materials. A review panel selects learning materials already in print, seeks permission to duplicate them and makes recommendations for small-quantity purchasing.

Early in the project's implementation, parent needs assessments were performed through the schools to determine workshop priorities and written material requirements. Results show that most help is needed in math, followed by reading and all other basic skills and subjects. Flyers and materials are available in Spanish as well as in English, with special language needs met by volunteer parents. A basic element of this project is the effort to keep services responsive to parent-perceived needs. Project effectiveness can be attributed to carefully selected staff members who relate well to students and parents on the telephone; the convenience of the Dial-A-Teacher component for working parents and others who cannot easily come to school for help; and the support of classroom teachers.

**PARENT AS TUTOR** The Dial-A-Teacher component provides follow-up calls and materials as well as information pertinent to the immediate question. Workshops offer more comprehensive information about basic skills for tutoring, developmental trends in children of all ages, effective use of commercial materials, and creation of home-made educational materials. Workshop meeting times and topics are publicized through the public schools. Project professionals, screened for their ability to communicate clearly with parents, receive training in project resources so as to encourage parents to participate.

**INSTRUCTIONAL METHODS AND MATERIALS** Learning materials are purchased under the direction of a professional review panel, and written materials which address needs not met by commercial or teacher-made items are being developed. Strong collaboration with other organizations makes available a wide variety of resources. Since the most frequently-logged requests in the Dial-A-Teacher component are for help with math, workshops and supplementary materials in that area are receiving special attention.

**EVALUATION** A formal evaluation design is being developed. At present, numbers of participants and telephone requests are being logged and materials and workshops are being evaluated for usefulness. Informal comments by parents and teachers praise the project; and, parents of non-public school children also avail themselves of the services. Eventually the project will be evaluated by the JDRP.

**SERVICES AVAILABLE** Visitors are welcome to observe the Dial-A-Teacher operation and may speak informally with project staff at that time.

**IMPLEMENTATION REQUIREMENTS** Funded by Title II and the United Federation of Teachers of New York City (Local 2, AFT), this project serves approximately 17,000 students and their parents. Operating costs during this first year are $62,000, with per pupil expenses averaging $4. Minimum staff needs can be met by 1 project director, 5 part-time teachers to answer telephones, and workshop presenters as needed.

**CONTACT** Betty Holmes, Project Director, United Federation of Teachers, 260 Park Avenue South, New York, NY 10010, 212/777-7500

# PARENT PARTNERSHIP PROGRAM/PARENT PARTICIPATION FOR BASIC SKILLS IMPROVEMENT PROJECT

**Math**
**Reading**
**Written Communication**
**Oral Communication**
**Pre-Kindergarten-12**
**Urban**

**DESCRIPTION** The Parent Partnership Program includes an extensive complex of related projects and activities designed to involve parents in the educational process with their children beyond the formal school day. Included in its major functions are Reading is Fundamental (RIF), a Books for Tots Bandwagon, Personalized Reading and Mathematics Books, Dial-A-Teacher Assistance (DATA Line) and numerous other activities promoting parental partnership in education. With the exception of the Parent Participation for Basic Skills Improvement Project, all aspects of this umbrella project operate at no extra cost to the school system.

The Parent Participation for Basic Skills Improvement Project, designed to increase the level of parental involvement in 10 participating schools, trains parents to help their children improve all of the basic skills. Parental involvement teams are established to create a series of 4 workshops for training, materials development and project design. Parent representatives also serve on a Parent Partnership Coordinating Committee. In addition to tutoring at home, parents also have the option of volunteering in schools. The effectiveness of this project is based upon a high degree of staff commitment and financial support from the private sector.

**PARENT AS TUTOR** Workshops and activities are held for parents throughout the year, focusing on close family relationships and the integration of reading into family life. All workshops assist parents in understanding child development and in making use of learning materials in the home. The 4 parent workshops held by the Parent Participation for Basic Skills Project provide materials and training for parents to help their children with basic skills. A mini-workshop component, consisting of 67 different parent workshops, is also available from the umbrella project on request.

**INSTRUCTIONAL METHODS AND MATERIALS** Learning materials in the personalized reading and mathematics programs, Books for Tots Bandwagon, and those from workshops in the schools are geared toward appropriate age, reading and math level of the individual child. Parents may, upon request, receive a computer-generated individualized reading or math profile providing materials specifically geared to the particular child. The Books for Tots Bandwagon provides printed materials to parents of young children to foster reading in the home, and workshops give parents ideas on how to integrate reading into family life. The Reading is Fundamental Program provides kindergarten children with printed materials to use at home.

**EVALUATION** The project is informally evaluated through records of attendance at workshops. Questionnaires to parents also provide feedback. The Parent Participation for Basic Skills Improvement Project is currently in the process of being evaluated.

**SERVICES AVAILABLE** Technical assistance and staff training can be provided.

**IMPLEMENTATION REQUIREMENTS** Approximately 5,000 students and 300 parents are involved in the Basic Skills Project, while the umbrella project reaches 224,000 students and 16,500 parents. Participants are 63% Black and 29% White, with Hispanic, Asian and Native American elements. While the umbrella project uses funds from the regular school budget, the Basic Skills project is funded by Title II. The operating costs for the Basic Skills project are about $42,000. The Parent Partnership Program requires no additional staff, whereas the Basic Skills project needs 1 coordinator, 1 evaluator, 10 principals and 30 teachers, all paid overtime. Although the Parent Partnership Program is 5 years old, this is the first year of the Basic Skills project.

**CONTACT** Edmund J. Forte, Director, Dr. William Lee, Project Coordinator, The School District of Philadelphia, Board of Education, The Parkway at 21st Street, Philadelphia, PA 19103, 215/299-7819

# PARENT READINESS EDUCATION PROJECT (PREP)

**Reading Readiness**
**Preschool**
**Urban**

**DESCRIPTION** This project involves developmentally delayed preschool children living near Right to Read Project schools in a home-school effort to achieve better developmental and reading readiness. Parents receive weekly training from a parent educator who supplies seminars and workshops on topics of special need to parents and children in each individual school. Parent advisory councils in each area plan meetings, provide feedback to staff and offer direction for the entire project from a parental perspective.

Materials are provided by the PREP series, created by the nationally validated PREP Program in Redford Union Township, Michigan, of which this project is a replication. Bilingual materials are also available. Parents take home 5 activities a week after receiving instruction on how to use them with their children. The Parent Educator reviews the week's activities with parents at group meetings. Children also receive group attention in several developmental areas, including gross motor, fine motor, language, visual, auditory, cognitive and social. A newsletter for PREP parents is published by the school system. Project success is attributed to intensive parental involvement, bilingual awareness, administrative commitment, and a well qualified staff.

**PARENT AS TUTOR:** An initial 2½-hour session, required of all participating parents, provides an overview of the project and gives examples of home activities. Parents play a key role in planning and implementing the project, serving on advisory committees to determine local needs. A Parent Educator develops weekly training sessions, required of all parents or parent substitutes, around concerns raised at these committee meetings. Parents also observe their children on videotape and discuss behavior, reactions and developmental phases.

**INSTRUCTIONAL METHODS AND MATERIALS** Students falling below the 25th percentile on the Caldwell diagnostic test are invited to participate in the project. Each week 5 individualized activities are provided by the Parent Educator to parents for home use. Parents of children with special developmental lags or other unique problems receive assistance with appropriate techniques, and all parents receive additional health and nutrition information. Materials are provided in a Parent Activity Handbook. In addition, the Board of Education publishes a handbook for parents of preschool children which is distributed through medical and educational facilities.

**EVALUATION** A review of pre- and post-test results indicates that gains made in 1 year are significantly higher than those expected without project exposure. Testing of first-graders exposed to the project in the previous year, using the Gates-MacGinitie Reading Test Basic B Form 1, show that these children are scoring within the normal range for that grade level.

**SERVICES AVAILABLE** The NDN-funded parent project in Redford Union Township, Michigan, disseminates information and provides training and materials.

**IMPLEMENTATION REQUIREMENTS** Over its 3 years of operation, 375 children and 200 parents from a variety of socioeconomic backgrounds have been involved in this project, which is funded by a federal Special Education grant and the local school board. Minimum staff needs include 10 center-based teachers, 3 itinerant Parent Educators, 1 project administrator and 5 aides.

**CONTACT** Charlotte Hoffman, Director of New Funding, Rockford Board of Education, School District #205, Special Services, 121 S. Stanley Street, Rockford, Illinois 61102, 815/966-3143

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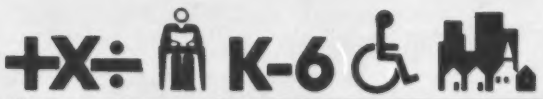
# PARENT-SCHOOL PARTNERSHIP PROJECT




**Math**
**Reading**
**K-6**
**Handicapped**
**Urban**

**DESCRIPTION** This 3-year-old pilot project provides parents with specialized home instruction techniques using everyday materials to increase the basic skills of learning disabled elementary school children. Located in an elementary school in Washington, D.C., the project at present serves 20 families. Each student has a Home Education Plan consisting of a series of "recipes" for parents to use with the child at home. These recipes, or learning activities, complement the school's Individualized Education Plan mandated by law and are keyed to the child's learning disability as identified through school and project staff assessment.

A Family Learning Center functions in the elementary school. This Center, a replica of a home, demonstrates how ordinary home objects and daily life routines can be used to build student basic skills. Parents and children participating in the project come weekly to the Center for 1 hour of training in the use of the recipes and implementation of the Home Education Plans. Parents participate in weekly support groups and in workshops designed to meet their assessed needs. The project owes its effectiveness to a dedicated, hard-working staff; parent commitment; a parent program based on parents' identified needs; and a curriculum that is relevant, easy to implement, and geared to the child.

**PARENT AS TUTOR** Besides attending a support group, parents also visit the simulated home setting to learn how to conduct the tutoring. A Parent Participation Profile assesses parent needs in helping their learning disabled children. Sequential learning techniques are presented and the role of the parent as teacher is modeled. The recipes are geared toward practical application of basic skills in everyday situations.

**INSTRUCTIONAL METHODS AND MATERIALS** Carefully designed, programmed, sequenced recipes instruct parents in carrying out learning activities by providing information about needed materials, methods of working with the child, procedures for the specific activity, related activities and rewards. Parents who previously felt inadequate with their children are encouraged and supported by the project.

**EVALUATION** In addition to assessment instruments used by the school system, students in the project take the Woodcock-Johnson Psychoeducational Battery and the Visual Aural Digit Span Test. Post-testing will not occur until 1982. However, successful completion of curriculum assignments, higher grades, and reports from parents and teachers all indicate improvement in academic performance, attitude and parent-child interaction.

**SERVICES AVAILABLE** Project staff can provide technical assistance, training in parent involvement techniques, and assistance with materials development, project planning, implementation and evaluation.

**IMPLEMENTATION REQUIREMENTS** In this initial year, 20 students and their parents have been involved in the research demonstration model funded from federal sources. Although participating families are low-income, the project can be implemented in all socioeconomic settings. Operating costs and staff requirements vary with the size of the implementation, which has 3 major components: 1) training of parents, teachers and administrators; 2) curriculum materials; and 3) assessment of parent needs and implementation of parent groups and workshops.

**CONTACT** Dr. Leonard Guedalia, The Home and School Institute, 1707 H Street, N.W., Washington, D.C. 20006, 202/466-3633

# PARENT TRAINER VOLUNTEERS AND TUTORS IN BASIC SKILLS FOR ADOLESCENTS IN THE INTERMEDIATE SCHOOLS

**Reading**
**Mathematics**
**Written Communication**
**Oral Communication**
**Grades 6-9**
**Urban**

**DESCRIPTION** Administered by the Metro Center at New York University, this project is designed to train parents to tutor their children in the basic skills of reading, math and communication, and to equip parents to train other parents in these tutoring techniques. A program of workshops is established which accommodates the schedule of approximately 100 parents from participating school districts. Parents choose from sessions held evenings, weekdays or Saturday morning on such topics as reinforcement of a child's basic communication skills, adolescent development, teaching writing to children, math improvement, parental involvement in the schools, and community participation.

A Basic Skills Council oversees the project. The Community Service Society, site of the training, will be a permanent member of this council so that continuity of the project after the demonstration years will be assured. Although school superintendents and community groups assisted in the initial recruitment of parents to be trained, subsequent recruitments have occurred by word of mouth. There are plans to place parents in schools to tutor children other than their own, and to utilize parents to train other parents. Success of this project is based upon the high enthusiasm of participants, the use of immediate feedback from participants, and the cooperation of local school districts and a community agency.

**PARENT AS TUTOR** Support groups for parents give the opportunity to discuss problems and successes in dealing with their pre-adolescents and adolescents at hom[illegible] Training consists of 12 3-hour seminars offered at [illegible]ous times to accommodate working parents and [illegible] wanting Saturday sessions. Topics are presented by [illegible]part-time trainers who receive feedback from paren[illegible] the learning and its applicability to students. Overviews of pre-adolescent and adolescent child development are presented as well as specific tutoring techniques and encouragement procedures, including a well-received handout explaining how to use textbooks. Parents also learn to make their own learning materials geared to specific child needs.

**INSTRUCTIONAL METHODS AND MATERIALS** Although parents receive examples of learning sheets and problem-solving procedures, the focus of the parent sessions is on making original materials. A lending library is also available for supplementary reading about materials development and adolescence.

**EVALUATION** Surveys are conducted before and after parent training to assess knowledge of basic skills and teaching techniques, and content tests are given after each module. Oral and written feedback on parent sessions provides additional information for project module refinement. Informal reports from parents indicate that the project is helpful in improving basic skills and parenting techniques. As the project continues in its second and third years, more specific data will become available.

**SERVICES AVAILABLE** Project staff can provide assistance with organizational planning, recruitment strategies, trainer modules, and materials development for parents.

**IMPLEMENTATION REQUIREMENTS** Eighty parents and approximately 170 students are involved in this Title II-funded project which has been implemented in districts having the lowest reading scores in the city. Operating costs for this year of the project are $84,000, with staff requirements including 1 administrator working at 80% time, 1 program developer, 3 part-time trainers (1 for every 25 parents), and 1 part-time evaluator.

**CONTACT** Edna Suarez-Columba, Project Coordinator, Dr. La Mar P. Miller, Director, Metro Center, New York University, 52 Press Building, 32 Washington Place, New York, New York 10003, 212/598-2705

# PARENTS-AS-PARTNERS IN EDUCATION

**Reading**
**Mathematics**
**Written Communication**
**Oral Communication**
**K-6**
**Urban**
**Suburban**
**Rural**

**DESCRIPTION** This project links the resources of home and school in an effort to improve basic skills by means of a supportive home-school relationship. Parents in each school are invited to participate in the project, which has the secondary aim of improving the existing low level of parental involvement in Title I programs and PTA meetings. At each site, resource banks of materials and "recipes," or learning activities, from the Home and School Institute are provided for parental use at home with children. Training is offered to parents in methods of enhancing the basic skills of their children as well as self-concepts and motivation.

In this pilot year, 3 school sites representing urban, suburban and rural populations, and including 1 private school, participated in the training, tutoring and evaluation. A Parents-As-Partners team of administrators, teachers and parents receive basic training from the Home and School Institute. This team plans in the future to create more recipes for dissemination to parents for home use with their children. Team members also plan to train peers in project facilitation. Success is attributed to the strong commitment of a core of parents at each site; involvement of school administration; and the use of materials from the Home and School Institute.

**PARENT AS TUTOR** Strategies for using and creating home activities which enhance basic skills in reading, communication and math are taught during training sessions. Other sessions provide information on development of self-concept in children, motivation, the use of home learning materials in diagnostic-prescriptive instruction, strategies for using the cultural and physical environments, and modified remedial techniques.

**INSTRUCTIONAL METHODS AND MATERIALS** Learning materials used in this project are appropriate to the interest and ability levels of parents and children, and relate to home experience. Parents in the team choose the recipes they wish to include in the year's programs, based on perceived needs, interests and abilities. Besides materials from the Home and School Institute, the project uses materials from other parent-child education organizations. Parents are instructed in the proper selection of materials from the resource center, as well as in techniques to use for presenting them at home. Response sheets, designed by project teams, provide feedback.

**EVALUATION** The Leikert Scale is used to assess parental knowledge of child development and educational strategies necessary for project success. Results so far have been positive. Parental involvement has increased greatly during this pilot year, and future plans include the review of state-normed Educational Quality Assessment scores to ascertain student progress.

**SERVICES AVAILABLE** Sample copies of materials from the Home and School Institute can be provided. Project overviews, awareness sessions and staff training concerning rationale, purposes, objectives and goals are also available.

**IMPLEMENTATION REQUIREMENTS** During this first year of the project, about 500 students and their parents were served, supported by Title IV-C funds. The target areas have large populations of Title I-eligible families whose participation in existing Title I programs is low. Operating costs are $46,000, and staff needs include 1 project administrator, 2 teachers per school (paid by the school system), and 2 administrators per school (also paid by the school system).

**CONTACT** Carol Burns, Project Director, Colonial Northampton Intermediate, Unit #20, 299 Industrial Park Road, P.O. Box 179, Nazareth, PA 18064, 215/759-7600

# PROJECT PASS (Parents Active in School Studies)

**Math**
**Reading**
**Oral Communication**
**Written Communication**
**K-12**
**Rural**

**DESCRIPTION** This project, sponsored by the Northwest Mississippi Teacher Center, is designed to reach as many parents as possible in order to promote community involvement in the schools. Parents are provided with in-depth experiences and information geared toward a better understanding of children and their development of competencies in basic skills. The project offers training sessions to parents in at-home learning, disseminates information to parents interested in tutoring, and trains parents to be classroom volunteers. In addition, informational brochures describing games and other home activities are provided, as are library materials and audio visual equipment for home use. Parents receive individual consultations with teachers, and may contact the coordinator via a "parent hotline." The effectiveness of this project can be attributed to the willingness of educators to work with parents, and the need felt by parents to have better communication with the schools.

**PARENT AS TUTOR** Parents are recruited by a variety of methods such as mailouts, handouts at schools, distribution of newsletters and announcements at parent advisory councils. Training workshops teach parents to make games and create other learning activities for their children. Topics discussed include the establishment of a home learning environment, tutoring techniques and the development of a home-school relationship. Frequently, the training is included in other organizational activities such as PTA meetings.

**INSTRUCTIONAL METHODS AND MATERIALS** Learning activities in the parent workshops are coordinated with teacher activities in the classroom. Specific materials developed for use by parents include a booklet of home reading activities for parents and children and a booklet entitled *Helping Your Child to Succeed in School.*

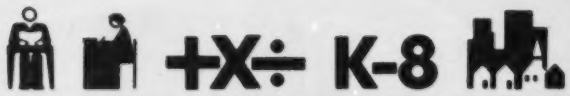
**EVALUATION** Parents participating in the workshops complete structured questionnaires which provide feedback to the staff on the effectiveness of the sessions. Records are maintained on all project activities, such as distribution of project information, travel logs and number of parents in each workshop. An outside evaluator will also assess the project, using observations of project activities, project records and responses of parents.

**SERVICES AVAILABLE:** Project personnel can share materials and conduct staff training sessions.

**IMPLEMENTATION REQUIREMENTS** This project involves about 600 parents from a variety of socioeconomic backgrounds at a cost of $50,000 in salaries and materials. Although, technically, funding is received from the federal Basic Skills Parent Participation Program, it is local in nature. The services of 1 project director are needed to implement this one-year-old project.

**CONTACT** Lynn J. House, Coordinator, 136 N. Front St., Senatobia, MS 38668, 601/562-7003

# SCHOOL VOLUNTEERS FOR BOSTON, INC. BASIC SKILLS IMPROVEMENT PROJECT




**Reading**
**Written Communication**
**Math**
**K-8**
**Urban**

**DESCRIPTION** A publicly and privately supported nonprofit corporation, SVB recruits, trains and places volunteers in the Boston schools to assist teachers in the classroom. The Basic Skills Improvement Project, which trains parents to help students at home and at school, is one of several components of this larger project. Objectives of the Basic Skills Improvement Project are to involve parents in the development of the project itself; to recruit citizens, especially parents of school children to serve as classroom and home volunteers; to train parent volunteers in classroom tutoring techniques; to train teachers to use volunteers effectively; and to inform parents through publications and public meetings about the project. Parents attend volunteer workshops as well as ongoing sessions focusing on methods of support, reinforcement and enrichment in reading. Free materials are distributed to workshop participants. Representatives of the school system and parents participate on advisory councils to oversee the project.

**PARENT AS TUTOR** Parents attend 35 Home Based Reading Workshops, receiving materials about the Basic Skills Improvement Project and about the role of parents. The workshops focus on methods of providing parental support, reinforcement and enrichment in reading for their children at home. Parents are asked to contribute their opinions about the value of workshops to the staff, and they also offer feedback about their work with children at home. In the classroom, volunteer parents prepare their own resource materials for work with children under the teacher's guidance.

**INSTRUCTIONAL METHODS AND MATERIALS** Sequenced, measurable learning objectives based on the Individualized Criterion Referenced Test are prepared for each child, and parents are trained to reinforce the efforts of teachers and classroom volunteers in meeting these objectives. At parent workshops, materials are distributed for use with children at home. A reading specialist at the workshop discusses positive ways for the family to use the library, television, and reading. A workbook and worksheets containing exercises, learning games, riddles and many other activities are available for parents and children to use together. Although parenting skills are incorporated into some of the tutoring techniques, the project does not promote them independently.

**EVALUATION** Parent questionnaires and teacher evaluation forms are used for informal assessments. Student progress in school is measured by the Individualized Criterion Referenced Test and also by computerized records of achievement of specific objectives. Since classroom teachers, volunteers and parents work closely to achieve improvement in basic skills in many ways, no one component can claim unique credit for success. However, standardized reading test scores in the Boston Public Schools have risen since the project's inception.

**SERVICES AVAILABLE** Staff can assist with materials development, staff training and technical assistance.

**IMPLEMENTATION REQUIREMENTS** SVB serves the multi-ethnic Boston school population of 63,825 and involves about 363 parents in tutoring. Federal funds and a local private foundation provide support for the SVB budget of $300,000, of which the parenting component takes about $17,000. Staff needs for SVB include 1 administrator, 8 district coordinators, 1 placement coordinator, 1 reading specialist, 1 part-time public relations coordinator, and 3 parent recruiters. While SVB is 15 years old, the Basic Skills Improvement Project has only been functioning for 3 years.

**CONTACT** Isabel G. Besecker, Director, 200 Clarendon Street, T-47, Boston, MA 02116, 617/267-2626

# TULARE
# FOLLOW THROUGH

**Reading Readiness**
**Math Readiness**
**Oral Communication**
**Grades K-3**
**Rural**

**DESCRIPTION** This is a multi-faceted project designed to enrich the early years of children for increased success in life. Since parents are the primary focal point in this development, they are provided training and materials in effective parenting and tutor-skills.

One of the goals of the project is to provide parents an opportunity to obtain skills and information related to positive parenting and to encourage parents, many with little previous decision-making experience, to assume leadership/advocate roles. Parent involvement includes volunteering at the school; tutoring their child at home using specially developed activities and instructional materials referred to as "Home Secrets"; and participation in a Home Learning Center which is designed to provide learning experiences for children in neighborhood homes 2 afternoons a week for 6-8 weeks.

Community acceptance is evidenced by the large number of parents who regularly participate in the project. Learning materials are available in Spanish and English to serve a large migrant population in the community.

This project has been approved by the Joint Dissemination Review Panel (JDRP) and is included in the National Diffusion Network (NDN).

**PARENT AS TUTOR** The staff provides training for parents as volunteers in the classroom and also in effective use of the "Home Secrets" packets. By providing training both during the day and evening hours, many working parents are able to participate. After training, parents may become facilitators and, using a set of activities called *Each One Teach Some,* help other parents gain practical insights and techniques useful in helping their children learn and develop a positive self-concept. Topics discussed include: reading, number concepts, wisely viewing television, discipline, child health, parents as teachers, nutrition and a variety of other parenting subjects.

**INSTRUCTIONAL METHODS AND MATERIALS** Specialized materials for parents are available at the Follow Through Resource Center. Cassette tapes, filmstrips and worksheets such as, "Ways to Discipline Children" and "Family Roles and Relationships" are included.

Learning packets called "Home Secrets" include enrichment activities in oral language, language usage, reading, science, math, art, and music as supplements to school activities. Family projects are also included. Parents learn to recognize learning styles in children and gear experiences to those styles for maximum benefit.

**EVALUATION** Formal evaluation of the program is performed by outside sources. Results of the evaluations conclude that children in Tulare Follow Through have made significant gains. In addition to its innovative instructional program, parent involvement in and support of their childrens' education helps create an atmosphere conducive to learning, both in school and at home.

**SERVICES AVAILABLE** Staff of Tulare Follow Through are available to provide training and follow-up assistance.

**IMPLEMENTATION REQUIREMENTS** Serving an economically depressed, migrant, bilingual population, Tulare Follow Through has been in operation over 13 years. Successful operation of the project requires 4 administrators, 3 groups of staff persons, 1 full-time parent involvement specialist and 2 parents to each Home Center.

**CONTACT** Mike Wenn, Coordinator, 909 E. Cedar, Suite B, Tulare, CA 93274, 209/688-2892

# TEACHING PARENTS PROGRAM

**Elementary**

**Basic Skills Readiness**
**Elementary**
**Urban**

**DESCRIPTION** This project, which includes school and home components, provides teacher-directed learning experiences for retarded children in the classroom and reinforces school learning through parental involvement at home. Parents of retarded children volunteer in the Heritage Center, a public facility, working with children other than their own. These Teaching Parents experience on-the-job training under a certified teacher before working independently with a student. Individual education plans are used, based on materials that are consistent with those used in the regular classroom. Close contact with referring teachers also ensures compatibility between the Center curriculum and that of the regular school.

When stated objectives are reached, the child returns to the original classroom and is replaced by another. Teaching Parents meet once a week in a support group to plan activities and share concerns. Success elements of the project include a well-planned recruitment strategy, good relationships between project staff and Teaching Parents, and development of consistent materials and scheduling. This project is included in the ERIC Clearinghouse on Handicapped and Gifted Children.

**PARENT AS TUTOR** Parents receive 5 hours of training over a 5-week period, learning teaching strategies, behavior modification techniques and data collection methods. Parents also have access to a Training Manual and use data collection sheets to record student progress, which is reviewed periodically. Effective parenting skills are learned by working with children of other parents.

**INSTRUCTIONAL METHODS AND MATERIALS** Materials are provided by the classroom and supplemented by the project office. Activities range from eye contact to cursive writing and adding columns of figures, depending upon the skill level of each child. Many diagnostic tests measuring intelligence, motor coordination and physical handicaps are used to create individual educational plans. Data collection sheets are used to show skill mastery and comment sheets provide informal observations. Letters sent home inform parents of the skills currently being emphasized and suggest home reinforcement activities.

**EVALUATION** A formal evaluative measure is used for in-school information. The number of students reaching their educational objectives is recorded, as is the attendance of parent volunteers. Informal assessment includes an opinion survey about the training and data collection elements of the project, and comments of administrators about the positive effect of parental involvement in the home upon student achievement.

**SERVICES AVAILABLE** Project staff can help in any way necessary with the development of a Teaching Parents Program.

**IMPLEMENTATION REQUIREMENTS** During the course of an academic year, 70 children and 35 parents from all socioeconomic backgrounds are involved in the project. Funds are provided by federal, state and local sources, including the public school and the PTA. Staff needs include 1 project administrator and 1 paraprofessional, although it is possible to function without the latter. The project is 2 years old.

**CONTACT** Gail Wallace, Heritage Center, 2225 Heritage Dr., N.E., Atlanta, GA 30345, 404/636-1304

# SECTION TWO
## EDUCATIONAL MATERIALS AND INFORMATION SERVICE PROJECTS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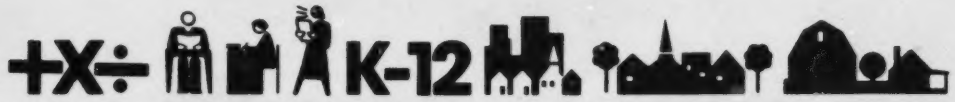
# EDUCATIONAL MATERIALS AND INFORMATION SERVICE PROJECTS

The most unique feature of the projects included in this section are the learning materials made available to parents. Most of the materials have been specifically designed to be used by the parent at home as they assist their children in becoming more proficient in math, reading and communication skills. Not to be confused with regular homework assignments that children normally have, these materials are intended to supplement and enrich the instruction taking place daily in the classroom. Frequently, the suggested activities described in the worksheets, booklets or fliers have been carefully related to school work so that the suggested home activities are related to class activities.

Included in this group of projects is *Families Learning Together,* a project which provides parents with "recipes" which are practical activities designed to use everyday home tasks and equipment to teach basic skills. *Project HELP* also provides "recipes," popularized by Dr. Dorothy Rich of the Home and School Institute, for parents to use to help improve the child's reading skills. And similarly, the *Parent Involvement Program* in Raleigh, North Carolina, provides parents with a sequenced set of materials which are appropriate to the child's skill level. Other projects such as the *Early Prevention of School Failure* provide parents with a set of activity cards which can be used at home. In Jacksonville, Florida, in *Education is a Family Affair—Calendar of Skills,* the professional staff developed a calendar which suggests activities for parents to do with their children on each day of the week. These activities are related to the events in the child's classroom instruction. The *Grand Rapids Academic Summer Program* (GRASP) is a summer school project in which parents sign a contract to tutor their children in reading and math. *Operation Fail-Safe* in Houston, Texas, one of the largest projects of its kind, provides awareness materials, regularly scheduled parent/teacher conferences, and numerous instructional booklets which provide suggestions for parents in tutoring their children. In addition to actively disseminating materials, *Volunteers in Service in our Neighborhood* (VISION) also provides a mobile library specifically to be used by school age children and their parents.

Several other projects have been designed to provide resources to parents and their children. The *Dial-A-Teacher-Assistance Project* (DATA LINE) and the *"R" Connection* are specialized projects which provide informational services to parents. *DATA Line* is a resource center which uses the telephone as a means for teachers to provide help to parents and students. The *"R" Connection* provides videotape programs for parents about children and reading.

# THE DIAL-A-TEACHER ASSISTANCE PROJECT (DATA LINE)




**Math**
**Reading**
**Written Communication**
**Oral Communication**
**K-12**
**Urban**
**Suburban**
**Rural**

**DESCRIPTION** Part of Philadelphia's Parent Partnership Program DATA Line is a telephone resource center designed to help parents and pupils work together at home. It provides assistance with reading language arts, mathematics, French, Spanish, science and social studies; gives information about Parent Partnership Program activities; and describes services available to parents and children in the school district. A separate telephone hotline, offering all of the above services in Spanish, is maintained for those in the Hispanic community who wish to use it. Staffed by 8 teachers, DATA Line operates between 5 and 8 p.m. Monday through Thursday when school is in session. When telephones are busy, a recorder takes messages.

DATA Line teachers do not in any way complete assignments or deny the students needed experience in problem solving. Of an average of 280 calls per evening, about 59% are from elementary students, 31% from junior high school students and the remainder from senior high students. Although most calls are from the children themselves, 29% involve children and parents calling together. The community and school system are very supportive of the project, giving help with publicity, curriculum materials and phone lines. Replicated in other systems, the project owes its success to a high degree of staff commitment and adequate financial support.

**INSTRUCTIONAL METHODS AND MATERIALS** Parents and students get help with homework in specified subjects and in all areas of the elementary curriculum. Requested materials and information are usually forwarded to parents within 48 hours. Although students use their school materials, teachers also have available the resources of the Pedagogical Library where the DATA Line telephones are located. Teachers, working through specific homework assignments, focus on the problem-solving process by directing and explaining procedures, giving information, expanding on ideas, reviewing and clarifying steps, suggesting resource materials and acknowledging student responses.

**EVALUATION:** The project is assessed by an outside evaluator and also by the DATA Line staff and other project administrators. Logs are kept for each call. At the end of the year, feedback from the DATA Line teachers provides information for measuring project efficiency and for assessing difficulties students have with assignments.

**SERVICES AVAILABLE** Technical assistance and staff training can be provided.

**IMPLEMENTATION REQUIREMENTS** Funded by Title IV-C, the project reaches about 23,425 students and 2,433 parents. The operating costs are $115,600, with the major portion supplying overtime pay for teachers. Other costs include resource materials and telephone services. This 3-year-old project uses 22 part-time employees.

**CONTACT** Edmund J. Forte, Director, School District of Philadelphia, Supportive and Instructional Program, Room 118 Administration Building, Parkway at 21st Street, Philadelphia, PA 19103, 215/299-7819

# EARLY PREVENTION OF SCHOOL FAILURE

**Basic Skills Readiness**
**Pre-K**
**Urban**
**Suburban**
**Rural**

**DESCRIPTION** Designed to prevent school failure through early identification of each child's developmental skills and learning style, this JDRP-approved, NDN project uses parents in the classroom and at home to tutor children in basic skills. Materials and tests, provided in English and Spanish, have enough flexibility to be of value to special education and speech-handicapped children. After initial briefing, parents are asked to complete a child observation checklist of behaviors at home. A team of professionals then provides prescriptive activities which lead to placement in specific resource settings. Parents receive optional reinforcement activities to perform at home with their children, using Parent Activity Cards which contain at least 5 activities per skill. Specific workshop materials are being developed to train parent tutors for this work in the home.

Implemented in 400 school districts in 46 states and several foreign countries, the project owes its success to an outstanding training and in-service program; parental involvement; a comprehensive system of diagnosis, remediation and evaluation; and excellent staff, curriculum and management resources.

**PARENT AS TUTOR** Parent volunteers, trained by teachers in tutoring techniques, are recruited to supervise interest areas in the classroom while teachers work with other small groups of students to build skills. After initial child screening, parents receive a comprehensive orientation to the project to learn about basic parenting skills. At that time they are introduced to the Parent Activity Cards for home use. During the course of the year, parents and staff have many opportunities for interaction. Since the parenting component has just become a major part of the project, parenting effectiveness measures are still in the process of being devised.

**INSTRUCTIONAL METHODS AND MATERIALS** The Parent Activity Cards list at least 10 activities designed to strengthen or reinforce a specific basic skill. Parents guide their children through these experiences, utilizing many different types of home activities. (See pg. 49 for information on ordering instructional materials.)

**EVALUATION** Generally, students are making academic gains of greater than 1 month for every month in the project. The following tests and assessment instruments are used: Peabody Picture Vocabulary Test, Preschool Language Scale, Visual Motor Integration Test and Motor Activity Scale. School systems in which the parenting element is an important component show greater gains than others.

**SERVICES AVAILABLE** The project can provide intensive training for diagnosis of developmental skills; a reinforcement curriculum based on a sequential skill list; parent in-service training; and parent tutoring sessions to teach the use of the Parent Activity Cards.

**IMPLEMENTATION REQUIREMENTS** All socioeconomic backgrounds are represented in the 10-year-old project funded by Title I, Title II, Head Start, Title IV-C and the NDN. Four to 5 parent volunteers are involved in each classroom, with professional staff needs including a teacher and a learning disability consultant. Curriculum and screening materials cost $100 per set. Per pupil costs vary with individual districts.

**CONTACT** Luceille Werner, Project Director, 114 North Second Street, Peotone, IL 60468, 312/258-3478

# EDUCATION IS A FAMILY AFFAIR— CALENDAR OF SKILLS

**Reading**
**Writing**
**Mathematics**
**Oral Communication**
**K-6**
**Urban**
**Suburban**
**Rural**

**DESCRIPTION** This project seeks to encourage parental involvement in children's education through daily schoolwork-related exercises designed to produce higher standardized test scores and increased communication and parenting skills. School staff members have developed a calendar of skills for each elementary grade to assist parents in reinforcing basic skills. Parents receive orientation in the use of the calendars at the beginning of the school year and are encouraged to attend workshops throughout the year.

Close cooperation is fostered between parents and teachers with a Parent Advisory Council providing valuable feedback and assistance for improvement of the calendars. The project is backed by a Parent Counseling and Resource Center and an adult continuing education course, which assist parents in interpreting school requirements and in teaching basic skills. Well-designed materials, school district commitment, and an effective community-wide media campaign all contribute to this project's success.

**PARENT AS TUTOR** Parents are encouraged, but not required, to participate in orientation sessions held during the annual district open house, where they receive an overview of the project and suggestions for daily use of the calendars. Calendar activities which promote family relationships and communication also increase parental awareness of school activities. The continuing education psychology course provides supplemental information and a comprehensive set of activities for use at various grade levels.

**INSTRUCTIONAL METHODS AND MATERIALS** The calendars include suggestions for daily activities involving a variety of instructional methods, materials and exercises for basic skills improvement, all of which parallel classroom activities. The use of common household materials is stressed, with learning sheets, minimal work and math competency lists, and problem-solving baselines are also included. Parents and children together make the necessary materials and engage in productive activities such as cake-baking or preparing for holidays. The improvement of family communications and parenting skills is emphasized. (See pg. 50 for information on ordering instructional materials.)

**EVALUATION** The effectiveness of the project is evidenced by informal surveys and evaluations, and by continued requests for materials from within the school district and throughout the country. Since several basic projects for upgrading basic skills were launched concurrently in the district, it is impossible to extract formal statistics for this project alone. However, Stanford Achievement Test scores have risen during the course of this project.

**SERVICES AVAILABLE** Copies of instructional materials can be provided.

**IMPLEMENTATION REQUIREMENTS** Funded by the local school system, this project has distributed 55,000 calendar packets to families. A steering committee of professionals and parents disseminates information, updates the calendar and provides parent orientation for this 3-year project.

**CONTACT** Herb A. Sang, Superintendent of Schools, 1701 Prudential Drive, Jacksonville, FL 32207, 904/390-2115

# FAMILIES LEARNING TOGETHER

**Math**
**Reading**
**K-6**
**Adult**
**Urban**

**DESCRIPTION** Based on a cost-effective and academically sound family learning curriculum, this project is designed to build the skills of children and adults simultaneously. Focusing on children from kindergarten through sixth grade and on adults of any age, the project uses field-tested "recipes" related to everyday home tasks and equipment to teach basic skills and increase adult knowledge, while at the same time enhancing attitudes toward home and family responsibilities. These recipes are based on the Home and School Institute's theories of everyday experimental learning and can be provided through school systems or directly by mail.

While parents provide the facilities and equipment needed, school systems often assist with recruitment and materials dissemination. Geared to the Adult Performance Level standardized approach to adult learning, the project specifically encourages parents to improve their own basic reading and math skills along with those of their children. The success of the project is predicated upon a "non-deficient" approach to the family which builds on strengths rather than pinpointing weaknesses. In addition, complementary, non-adversary roles are defined for both families and schools.

**PARENT AS TUTOR** Adults and children learning together use topics occuring in daily life to create an effective learning environment. Home and community responsibility are stressed in addition to basic skills. After extensive orientation and training, parents and teachers attend in-service workshops provided by the Home and School Institute. Parents are exposed to the adult basic education materials at the same time that they present these basic skills to their children.

**INSTRUCTIONAL METHODS AND MATERIALS** Learning materials are presented in 2 groups, according to elementary grades K-3 and 4-6, with instructions provided to adults at an elementary reading level to ensure use by all participants. An activity book is provided which outlines exercises using materials easily found in the home. Each activity lists learning objectives for both parent and child and includes such methods as information gathering, problem solving, discussions, visual discovery and physical construction. (See pg. 48, Home and School Institute, for information on ordering materials.)

**EVALUATION** The school system uses standardized tests for diagnostic and evaluative purposes. Parents also confer with teachers about their personal progress and that of their child. The Home and School Institute periodically studies results of standardized tests, and informal comments by parents also provide feedback on general project effectiveness.

**SERVICES AVAILABLE** The project offers technical assistance and staff training in school and family-community involvement programs.

**IMPLEMENTATION REQUIREMENTS** This 3-year-old project, which has many adoptions throughout the country, is supported by Title I funds and local foundations. The project has been implemented with different socioeconomic groups at a per pupil cost of about $5 in adoptions including 500 students or more. Staff needs vary according to project size, with 1 part-time or volunteer administrator per school being an optional component.

**CONTACT** Dr. Dorothy Rich, Home and School Institute, c/o Trinity College, Washington, D.C. 20017, 202/466-3633

# GRAND RAPIDS ACADEMIC SUMMER PROGRAM (GRASP)

**Math**
**Reading**
**Written Communication**
**Oral Communication**
**K-8**
**Urban**
**Suburban**
**Rural**

**DESCRIPTION** Developed as a cost-effective substitute for traditional summer school, this copyrighted project allows parents and children to work together to reinforce basic skills in reading and math. Upon recommendation from teachers, parents enrolling their children contract to tutor them in reading and/or math over the summer months. Parents receive a handbook, attend an orientation meeting, and may call project personnel for tutorial assistance.

Students are given a packet of 10 modules with answer sheets to be sent to a central scoring station where trained personnel process the responses and return the corrected copy with comments within 2 days. Awards are given to those students who complete at least 8 modules by the end of the summer. Other school districts have adopted this project, which also can be replicated by direct negotiations of parents with the Grand Rapids Public Schools' project. Success factors include the use of a correspondence format, the involvement of parents, and reasonable cost.

**PARENT AS TUTOR** After parents agree to tutor their child, a parent meeting giving further details is scheduled, at which learning packets are explained and distributed. The packets include parent instructions and a supplemental handbook. During the summer, scoring center staff may initiate communication with parents as the need arises and parents may call a designated phone number for assistance. During the initial stages of the project, parents meet to discuss details and share concerns.

**INSTRUCTIONAL METHODS AND MATERIALS** A typical packet contains 10 modules or lessons, 10 answer sheets, 10 envelopes, a pencil and complete instructions. The learning sheets are picturesque, concise and clear, and allow the parent to work with the child using questions and answers, discussions and problem-solving techniques. Completed assignments are sent to the scoring center and then returned with written comments which help the parent and student with succeeding modules. Each module is constructed to reinforce or reteach basic skills appropriate to the level of the individual child. (See pg. 50 for information on ordering instructional materials.)

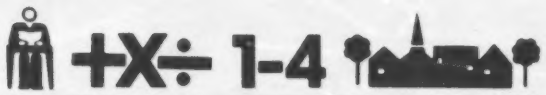
**EVALUATION** GRASP believes that parents' comments provide the best indicator of success. In addition, records are kept on students completing the program and are distributed to each district at the end of the project. Approximately 55% to 65% of students complete at least 8 modules.

**SERVICES AVAILABLE** The project director can provide information by telephone or in writing to school districts wishing to participate. In addition, the director is available as a consultant to those districts desiring to become regional scoring centers.

**IMPLEMENTATION REQUIREMENTS** Approximately 10,000 students and their parents are involved in this summer project, funded by Title I and the Grand Rapids Public Schools. Per pupil costs, adjusted annually, were about $25 in 1980. Staff needs include 1 administrator and 3 part-time professionals in this 5-year-old project.

**CONTACT** William J. Oosse, Director, Grand Rapids Public Schools, 143 Bostwick Ave., N.E., Grand Rapids, MI 49503, 616/456-4960

# PARENT INVOLVEMENT PROGRAM



**Reading**
**Math**
**Grades 1-4**
**Suburban**

**DESCRIPTION** Originating out of a local basic skills monitoring program developed for the Wake County Public Schools, the goal of this parent involvement program is to improve the achievement levels of students in grades 1-4 in the specific areas of reading and math. Specific activities designed for achievement of this major objective include in-service training for parents of students in the targeted grades to improve their parenting skills.

Parent involvement in the schools is promoted through an extensive media campaign. Public service announcements on radio and television and signs on billboards are designed to encourage parents to become involved in their child's school and the educational process in general.

Parents are provided a newsletter which describes activities parents may do with their child at home to improve reading and math skills. The results of home reinforcement are analyzed through comparative studies of test results using control and experimental groups in the schools.

**PARENT AS TUTOR** In-service training for teachers and aides enables them to develop skills needed to work effectively with a variety of parent populations. The sessions provide an opportunity to discuss the technical and theoretical aspects of parent involvement in the schools as well as exchange ideas which will enhance interaction between parents and educators.

Specially designed workshops are offered to parents to increase parent awareness and involvement. Because the needs of children demand that teachers and parents work together, these workshops focus on developing the skills and sensitivity necessary for teachers and parents to successfully interact and communicate.

Brochures and newsletters for parents which provide tips on a variety of topics, including ways of becoming more involved with the school system, suggestions for parents to use when communicating with teachers and ideas that parents can use at home with their children are distributed throughout the school system.

**INSTRUCTIONAL METHODS AND MATERIALS** Selected teachers in grades 1-4 provide reading and math activity newspapers for parents to use with their children at home during the school year. Each newspaper contains a variety of activities related to the development of specific skills.

Four times each year materials based upon learning objectives and the child's skill level are distributed. The completed materials are returned to the school and reviewed by the teaching staff. Careful monitoring of the child's work enables the teacher to determine the skills which have been mastered. A report of the conference with the child is provided to the parents so that they are provided regular feedback on their child's progress.

**EVALUATION** Both formal and informal evaluative methods are used. Review of pre-post test results using the CAT and the Basic Skills Monitoring System provide hard data on skills acquisition. Parents and students complete questionnaires about activities and their usefulness. Recommendations for modification of materials and procedures are based on these results.

**SERVICES AVAILABLE** Information not provided.

**IMPLEMENTATION REQUIREMENTS** Although it has not been determined exactly how many parents are involved in the project, approximately 2,000 students are served. The program operates on a $58,000 grant which provides for materials and staff salaries. This 3-year-old project is implemented with 1 full-time coordinator and 1 aide in seven targeted schools.

**CONTACT** Susan Lilley, Coordinator, Wake County Public School System, 601 Devereux Street, Box 28041, Raleigh, NC 27611, 919/755-6036

# PROJECT HELP

**Reading**
**First Grade**
**Urban**

**DESCRIPTION** This home-school interaction project systematically combines teaching in class with reinforcement at home by parents who teach early elementary reading skills to their children. Teacher expertise and parental experience complement each other in activities which include the establishment of reading objectives, the provision of support from school and home to achieve those objectives, and low-cost implementation. The basal reading program and achievement test results provide information from which objectives in basic skills are drawn up. Teachers develop activities which enable students to master the objectives at home with their parents.

Activities, referred to as "recipes," are sent home with the child every other week, and after the activities are completed the child returns a feedback sheet to the teacher who records the information. A home-school liaison staff person is available to answer questions and to explain the project to parents. Parents have an opportunity to provide feedback to the teachers about the recipes, and in-service sessions are supplemented by regularly scheduled meetings with the teacher to help maintain parental involvement. Factors contributing to the successful implementation of this project include a high degree of teacher involvement, the young age of the students and the increased interaction between parents and teachers throughout the school year.

**PARENT AS TUTOR** A home-school liaison person maintains contact with parents and promotes the project in the community. This staff person explains activities to parents and works to see that recipes, which are sent home once every 2 weeks, are returned. In-service sessions for parents provide updates on the project and allow problems to be discussed. Parents are also invited to review the child's progress with classroom teachers and are encouraged to complete reports providing feedback on the recipes.

**INSTRUCTIONAL METHODS AND MATERIALS** Classroom teachers develop learning activities or recipes based on the district reading series, standardized test results and parent recommendations. Designed to utilize materials found in the home, the recipes provide simple, easy-to-read instructions. Activities are short, lasting 15 to 20 minutes. At school, an activity sheet is maintained for each child to keep track of progress with the recipes. (See pg. 50 for information on ordering instructional materials.)

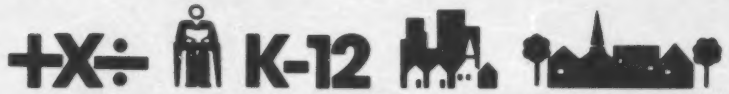
**EVALUATION** Over 4 years of project implementation, all first graders have shown significant gains on standardized achievement tests developed by the project. Results from the California Achievement Test are currently being analyzed and will soon be available.

**SERVICES AVAILABLE** The Project HELP staff provides assistance in the development of materials and staff training. Although most help is offered by telephone, staff can travel to replication sites in the central and midwestern areas of the country.

**IMPLEMENTATION REQUIREMENTS** The 4-year-old project serves between 300 and 350 children and their parents, predominantly Black and low-income, at an approximate per pupil cost of $5. Funded by Title II, the project requires minimal funds to operate. For example, start-up efforts to develop recipes may be part of a teacher's regular duties. Except for a home-school liaison person, there is no need for supplemental staff.

**CONTACT** Gladys Peeples Burks, Director, Benton Harbor Area Schools, 240 Jefferson Street, Benton Harbor, MI 49022, 616/926-8253

# OPERATION FAIL-SAFE




**Math**
**Reading**
**K-12**
**Urban**
**Suburban**

**DESCRIPTION** This project, based upon the philosophy that responsibility for student achievement should be shared by home, school and community, offers a structured support system for parents of students in elementary and secondary schools. Project objectives include greater parental involvement, improved student discipline and increased student attendance and achievement. Components of the project—an awareness campaign, individual parent-teacher conferences, the development of materials and their distribution to parents, the use of computer-generated activities, and evaluation—assure a full range of services.

Parent-teacher conferences, held in the fall and spring, give parents the opportunity to discuss their child, to receive project materials and to learn how to assist their child with math and reading at home. Computerized reading prescriptions list activities for parents to use with their children, and a computer-generated career planning profile is provided for secondary students. Important to the success of the project have been the support of local media and businesses and the cooperation of school administrators and staff.

**PARENT AS TUTOR** During Conference Days, when parents meet with teachers, Fail-Safe materials are explained and an advisor is available for further information. DIAL, the homework hotline, is available to parents and students for homework assistance. Parents, encouraged to continue their role as primary educators of their children, have the opportunity to review their child's progress during individual appointments with teachers. Parents learn how to teach their children at home and contracts are signed to ensure that student, parents and teachers work together.

**INSTRUCTIONAL METHODS AND MATERIALS** Materials are used which enhance basic reading and math skills and encourage career planning. *Points for Parents* books in reading and math provide exercises, pictures, suggestions and directions for parents. Progress forms, reading lists, and vocational or career information are also included in the materials, as are other standardized materials on games and activities. Reading materials and explanations are offered in Spanish.

**EVALUATION** In 1980, professional evaluation of the project brought a 75% positive response, while parental assessment was 95% positive. Other means of evaluation include the Parent Evaluation Form, the Professional Evaluation Form and sign-in sheets to verify attendance. Results from district-wide use of the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency indicate that academic achievement in grades 1 through 6 meets or exceeds the national norm, while a significant improvement is noted at all secondary grade levels.

**SERVICES AVAILABLE** Consultant services, staff training and in-service materials are available upon written request.

**IMPLEMENTATION REQUIREMENTS** The project, entirely supported by local funds, served 51,871 parents during 1979-80, and 192,802 students in 1980-81. The 1979-80 budget was $347,000, representing 209,968 conferences at $1.65 each. The project is 3 years old.

**CONTACT** Sarah Cordray, Consultant/Guidance and Parent Support, Letitia Plummer, Executive Director/Guidance and Parent Support, Houston Independent School District, 3830 Richmond Avenue, Houston, TX 77027, 713/523-5151

# THE "R" CONNECTION

**Reading**
**Pre-Kindergarten-12**
**Urban**
**Suburban**
**Rural**

**DESCRIPTION** This project, consisting of a television series for parents about children's reading, as well as a series of statewide workshops for parents, is designed to increase parenting skills, to demonstrate learning activities supporting reading in the home and to foster reading enjoyment and positive parent-child, home-school relationships. *The "R" Connection* series consists of 15 half-hour videotaped programs divided into 3 segments: preschool through grade 3; grades 4-6; and grades 7-12. Widely received by Public Broadcasting stations, PTA's, local education agencies and individuals, the tapes emphasize reading improvement and home activities involving parents and children.

The state-produced videotapes were developed to supplement an already existing parent workshop network which encourages communication between parents and schools. An instructional guide and pamphlets are provided for parents, offering information about child-rearing, community resources, and child-parent interaction in educational programs. Several of the tapes have been signed for the deaf. Factors contributing to success include technical assistance from professional television personnel and a qualified staff of writers and producers.

**PARENT AS A TUTOR** The television programs, directed at parents, focus on the learning process and the emotional factors which increase or hinder performance. Actual activities are suggested to help children improve basic reading skills. Career education and communication components of the programs encourage awareness of the developmental process and of the need for self-confidence in children. Program planning guides consisting of book lists, word lists, questionnaires and tasks are provided with each tape. Suggested activities are viewed in workshops to enhance parental understanding, and feedback sheets allow for parental suggestions to be incorporated in the project. An instructional guide for parents provides additional information about the role of parents in their children's education and offers auxillary resources at state and local levels.

**INSTRUCTIONAL METHODS AND MATERIALS** Instructional materials are provided primarily in sheet form. Tasks, questionnaires and pre- and post-tests are included throughout the workshop training sessions. Well-organized objectives and activities are provided for use with tapes, and parents may work on them individually or in small groups. Many workshops encourage interaction among parents and with school professionals to increase communication. Materials and exercises emphasize the uniqueness of each child. (See pg. 50 for information on ordering instructional materials.)

**EVALUATION** An attitude scale is provided with each tape for completion after viewing and discussing its content. Among factors considered are clarity of objectives, usefulness of material, and general workshop design.

**SERVICES AVAILABLE** Project staff can share materials developed for this project and will assist with any problem encountered in the implementation process.

**IMPLEMENTATION REQUIREMENTS** More than 2,000 students and 3,000 parents have been involved in this statewide project suitable for any socioeconomic environment. Originally state-funded, it is now receiving support under Title II. Operating costs are about $24,000 for salaries and $30 per tape reproduction. One coordinator is needed to implement this project, which is 1 year old.

**CONTACT** Betty R. Johnson, Director, Indiana Department of Public Instruction, Division of Reading Effectiveness, 229 State House, Indianapolis, IN 46204, 317/927-0194

# VOLUNTEERS IN SERVICE IN OUR NEIGHBORHOOD (VISION)

**Reading**
**Written Communication**
**Oral Communication**
**Mathematics**
**Pre-Kindergarten-8**
**Suburban**

**DESCRIPTION** A non-profit organization chartered by the State of Illinois, VISION strives to increase the educational proficiency of its students through parental involvement in the educational process and the development and dissemination of materials for use at home by parents with their children. Serving 3 elementary schools and 1 junior high school, the project has an ongoing training program for parent volunteers at home and in the classroom. A Mobile Library is available within walking distance of each family's home.

This project, in existence before federal funding began, continues to sponsor parent-teacher human relations workshops, community information programs, newsletters, cultural enrichment activities and home-school linkages. A Board of Directors representing parents and community members oversees the project. Factors contributing to success are a dedicated staff living within the school district and a close working relationship between the project staff and school administration.

**PARENT AS TUTOR** A series of bi-monthly basic skills workshops is held for parents. A curriculum guide for these workshops is being developed, and for parents who are unable to attend, a monthly newsletter offers a column of teaching tips for use at home. A Developmental Lab provides materials and instructions to parents for making learning aids. Parent involvement and effectiveness are assessed by surveys and during the bi-monthly workshops.

**INSTRUCTIONAL METHODS AND MATERIALS** Each bi-monthly workshop includes instructions for the creation of learning aids for home and classroom use. The Developmental Lab is used to design these aids or learning packets, and a catalog of basic skills learning aids, games and mobiles is disseminated to the parents. Materials for home use are also available from the Mobile Library. The monthly newsletter, besides offering tips to parents in the project, provides other information about school and family activities. (See pg. 50 for information on ordering instructional materails).

**EVALUATION** Since this is a new project, the coming year will determine VISION's effectiveness in attaining goals and objectives. Records of phone calls, personal contacts, and workshop attendance are maintained. Surveys indicate that most parents are using the materials with their children. A record is kept of parental use of the Mobile Library.

**SERVICES AVAILABLE** Staff can provide a catalog of all learning aids available through the Developmental Lab, and technical assistance with learning aids, parental involvement, press releases, newsletters and flyers.

**IMPLEMENTATION REQUIREMENTS** Parents in 713 families work with 1,100 students in this school district of working class and middle class residents. Title II and Title VI grants underwrite the costs of operation, which are $49,946. A minimum of 1 director, 1 secretary/bookkeeper, 1 developmental lab technician and 2 paid volunteer coordinators are needed to run this project, which is just 1 year old.

**CONTACT** Janice R. Grasse, VISION Director, School District 151, Roosevelt Community Education Center, 320 East 161st Place, South Holland, IL 60473, 312/331-1080

# SECTION THREE
## HOME-BASED SERVICE DELIVERY PROJECTS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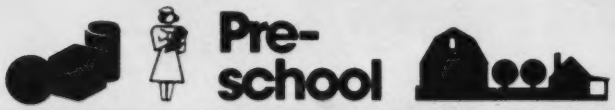
# HOME-BASED SERVICE DELIVERY PROJECTS

As Martha Walsh observed Mrs. Krupp and her son, Timothy, she was struck not only by the improvements in Timothy but at how relaxed Mrs. Krupp seemed, as though she had been tutoring for a lifetime and not just two short months. When Martha demonstrated the next set of activities for Mrs. Krupp, Timothy laughed delightedly.

The projects described in this section place special emphasis on increasing parental effectiveness by working with the parent and child at home. Paraprofessionals visit the home of participating parents on a regular basis. During these sessions, the home-visitor may demonstrate a new learning activity and then observe the parent as they practice it. The home-visitor may provide feedback and guidance to the parent on improving their tutoring techniques. The home intervention projects described include:

- *Bear River Head Start*—Paraprofessionals visit each home weekly to review skills, teach new ones and plan for the next session.
- *Home-Based Early Childhood Program*—Provides planned developmental activities and materials for parents.
- *The Portage Project*—Parents assume the role of a teacher as they identify skills needed by the child, teach the child and assess the child's progress.
- *Outreach: Macomb Regional Project*—Provides home-visits and group activities for parents of developmentally delayed children.
- *Teaching Research/Oregon Parent Training Network*—Designed for parents of handicapped children, this innovative project may be implemented in a home or clinic setting.

# BEAR RIVER HEAD START




**School Skills Readiness**
**Nutrition and Health (Preventative)**
**Pre-school**
**Rural**

**DESCRIPTION** This project, providing regular planned home visits to parents of preschool children in low-income families, teaches techniques of skills improvement and disseminates information about health, educational and dental services. Trained staff members visit each home weekly for review, teaching and planning for the coming week. In addition, the Home Start Training Center offers weekly group sessions, planned by the parents, for support and instruction. A weekly preschool group for children is also available. An inclusive Curriculum Guide lists goals, justifications, objectives, activities, reinforcement activities and parental suggestions for each week of the school year.

While similar to the Head Start Program, this project places special emphasis on the learning which takes place between parent and child in the home. Parents are thoroughly involved in goal setting and lesson planning. In addition, parental involvement is enhanced by the fact that many home visitors are peers. Elements of success in this project include its focus on the development of parental knowledge and skills; its provision of comprehensive educational, health, nutritional and community information and services; and the participation of parents.

**PARENT AS TUTOR** Home visits include instruction in parenting, health and nutrition; skills building; and planning for weekly activities. Parents are invited to the Training Center for weekly group activities planned by parents, and special support groups for parents of handicapped children are also provided. Instruction for parents includes step-by-step sequential directions for activities which bring parent and child together.

**INSTRUCTIONAL METHODS AND MATERIALS** Following instructions from the Home Start curriculum guide, parents create materials in the home which focus on activities such as cooking, carrying out household chores, learning about safety and health, or reading stories. The visiting paraprofessional helps parents learn to use the materials, which may include learning sheets, games, music, poetry, pictures, fabrics and food. Effective parenting skills are taught and self-image enhancement is encouraged. (See pg. 50 for information on ordering instructional materials.)

**EVALUATION** Standardized tests and informal skill checklists are used in pre- and post-test patterns, and checklists are updated frequently throughout the year. A project evaluation conducted by consultants showed that, based upon 1½ hours per week of home assistance, gains were equivalent to those made in other preschool projects offering 15 hours per week of service.

**SERVICES AVAILABLE** A curriculum guide is available and other services may be provided upon request.

**IMPLEMENTATION REQUIREMENTS** The first 3 years of this 9-year-old project were devoted to developing a demonstration project. At present, Home Start is funded by the Administration for Children, Youth and Families and serves about 36 students and an equivalent number of parents. Per pupil costs are about $1,200 to $1,400. A director and 1 home visitor for every 12 children are needed to staff this project.

**CONTACT** Sheri Noble, Director, 495 East Fifth South, Logan, Utah 84321, 801/753-0051

# HOME-BASED EARLY CHILDHOOD PROGRAM

**Preschool-Elementary**

**Communication**
**Preschool-Elementary**
**Rural**

**DESCRIPTION:** As part of the Child Health and Development Program, which seeks to increase the effectiveness of parents as teachers of their children, the Home-Based Early Childhood Program sends trained home visitors to families to screen for learning problems and instruct parents in working with their children. When children up to 3 years of age are visited at home, their parents receive a Developmental Task List of sequential activities for use with them. These children also participate in project-based activities, receiving no instruction at home. Parents of children aged 5 to 7 receive home visits to learn how to work with materials paralleling the child's school work. All home visitors, under the direction of a child development specialist, serve as a link between project staff and home.

The project works in conjunction with health, safety and nutritional information projects of the Board of Education and social service agencies. A registered nurse is on the staff, providing health and nutrition services to families and conducting yearly physicals for the children. High school students serve as volunteers in project-based activities, as do college students who earn credit for a practicum experience. The success of this project is predicated upon the dedication of a well-trained staff; the support from local educators, county officials and social service agencies; and the active involvement of families.

**PARENT AS TUTOR** Parents receive training at home from visitors, who also present suggested activities for the week in written form and discuss them with parents. Parents of preschool children may attend group meetings as well to learn new skills. Home visitors evaluate parental techniques and receive feedback on each week's activities.

**INSTRUCTIONAL METHODS AND MATERIALS** Methods are based on the needs of the individual child and on the parents' ability to provide instruction. The Home-Based Curriculum, designed to be used by parents or early childhood educators, includes 3 basic instruments: a profile, activities and task lists. After administration of the Denver Developmental Screening Test to diagnose developmental lags, home visitors use the Preschool Development Profile to provide a checklist of skills which will then serve as a guide for activities. Sample activities include games for coordination and motor development, problem solving using household materials, and language development experiences. (See pg. 51 for information on ordering instructional materials.)

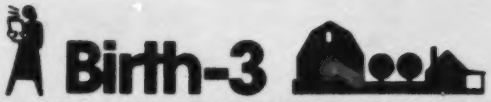
**EVALUATION** The Home-Based Curriculum is programmed with built-in evaluations which require no other materials. The project has been validated by the State of Tennessee.

**SERVICES AVAILABLE** The Carroll County Preschool Developmental Curriculum is available from the project. In addition, staff training can be provided at the project site.

**IMPLEMENTATION REQUIREMENTS** One hundred seventy-five students and an equal number of parents, about half from low-income families, are involved in this federally-funded project. Staff needs include a project director, 2 home visitors for preschool children, 2 home visitors for children aged 5 to 7, 1 registered nurse and 1 referral aide. Operating costs for this 6-year-old project are about $130,000.

**CONTACT:** Sherry Tarwater, Child Health and Development Program, Carroll County Board of Education, P.O. Box 510, Huntington, TN 38344, 901/986-4482

# OUTREACH: MACOMB BIRTH TO 3 REGIONAL PROJECT




**Communication**
**Birth-3**
**Rural**

**DESCRIPTION** Affiliated with the Western Illinois University College of Education, this project provides a primarily home-based service delivery of educational and remediation activities—including medical stabilization, parent and family support and individualized learning activities—for developmentally delayed handicapped children who may also be "high risk." Child development specialists visit each home weekly, working with parents to help them interact more effectively with their children. A mobile unit travels around the district, offering sharing centers for those children and their parents who do not have access to a sharing center near home. Parent study groups are held at these centers, giving parents and children opportunities to share experiences and to learn new skills.

Individual educational plans are written by the project staff in which the core curriculum materials are tailored to the child's needs. Cognitive, language, self-help, gross motor, fine motor, social and sensory developmental areas are addressed. The project cooperates with auxiliary services, providing medical and nutritional information to participants. An advisory council gives direction to parent study groups and other group activities. This JDRP-approved, NDN project owes its success to the use of a mobile unit to provide easy access to services; the adoption of a non-differentiated staffing pattern; and parental involvement.

**PARENT AS TUTOR** Parents participate in group activities as well as home visits, and the project operates on the assumption that meeting the parents' needs will help the child's development. Sharing centers meet every 2 weeks in local churches, community buildings and homes. Six or 7 families form a group whose membership remains constant. Topics for study at the sharing centers include Parent Effectiveness Training, child management techniques, language development and nutrition. Consultants are brought into the group as parents express a need for them.

**INSTRUCTIONAL METHODS AND MATERIALS** Individual goals are established twice yearly after a 4-week period of observation and testing. Qualified children and their parents receive home visits from trained child development specialists, at which time weekly individual education plans are reviewed and skills are taught. A charting system allows for the provision of a computerized information base to monitor improvement. Extensive materials are used, including a series of "Baby Buggy" papers providing sequential, developmental charts for skills and guidelines for materials development. (See pg. 50 for information on ordering instructional materials.)

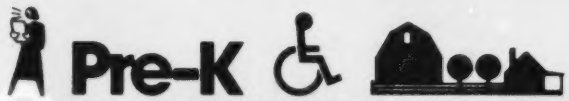
**EVALUATION** In addition to score comparisons on the Alpern-Boll and REEL standardized tests, evaluation is carried out by staff members who personally visit replication sites twice yearly. Project components are observed and parent questionnaires are assessed. Children show gains in all developmental and skill areas tested, and survey results indicate parental gains as well.

**SERVICES AVAILABLE** Staff can offer training based on project components: curriculum, home visits, sharing centers and water activities. Materials, including a series of "Baby Buggy" books and papers, are also available.

**IMPLEMENTATION REQUIREMENTS** A total of 450 students and their parents are served at 15 project sites by project personnel, who include an administrator, 1½ staff persons for every 15 children, and auxiliary specialists as needed. Start-up per pupil costs are $2,411, while ongoing expenses are $2,237 per child. This project is 7 years old.

**CONTACT** Patricia L. Hutinger, Director, Bonnie Smith-Dickson, Coordinator, Western Illinois University, 27 Horrabin Hall, Macomb, IL 61455

# THE PORTAGE PROJECT: A HOME APPROACH TO EARLY EDUCATION OF HANDICAPPED CHILDREN IN A RURAL AREA




**Oral Communication**
**Pre-K**
**Handicapped**
**Rural**

**DESCRIPTION** The Portage Project is a home intervention program serving handicapped children from infancy to 6 years of age. Based on the premise that parental involvement is a key ingredient in the long-term effectiveness of early childhood intervention, this project trains parents to teach their own children at home. A home teacher works with the parent, using a curriculum assessment and planning guide to develop curriculum objectives for the child. Parents work with the child on a daily basis, recording progress on an activity chart which serves as a source of continuous feedback for assessing the child's performance and for planning objectives.

This JDRP-approved, NDN project has been replicated at more than 40 sites. Foreign interest is evidenced by the Peruvian Ministry of Education's naming of this project as a cost-effective means of providing early education services to poverty families, and by a 1980 vote at a conference of the Asian Federation on Mental Retardation to adopt the model for parent training. The key factor in this project's success is the quality of the partnership between parents and staff.

**PARENT AS TUTOR** Curriculum objectives are written cooperatively by professional and paraprofessional home teachers and parents. Parents and children are visited weekly by a home teacher who uses a curriculum guide, a checklist of behaviors and a card file of activity ideas to help devise a learning strategy for the child. Feedback is provided daily to parents and weekly to staff. Parents and teachers review the child's activity chart, which is a record of the child's responses, in order to gear the curriculum to the child's changing needs. Activities are introduced by the home teacher, who then observes the parents as they practice with their child.

**INSTRUCTIONAL METHODS AND MATERIALS** Using the *Portage Guide to Early Education*, available in English or Spanish, parents write curriculum objectives based upon present and desired behaviors. A card file is then used to provide specific methods of eliciting and reinforcing the pinpointed responses. This guide, invaluable to families of handicapped children, is also used successfully in programs serving "normal" children. After each weekly evaluation by the home teacher, 3 to 4 prescriptions are planned to present new activities, and activity charts are prepared based on that choice. (See pg. 51 for information on ordering instructional materials.)

**EVALUATION** Pre- and post-test results of the Alpern-Boll Developmental Profile, administered to 130 children, indicate gains in all areas ranging from a mean of 9 months in physical development to a mean of 13 months in academic skills during 6.3 months of the project. Parental involvement is measured by completion of specific home activities.

**SERVICES AVAILABLE** The project offers technical assistance in program development, staff training, evaluation and follow-up training.

**IMPLEMENTATION REQUIREMENTS** In 1980, 124 children and their parents were served by this project funded by the Wisconsin Department of Public Instruction and local school district within the Cooperative Educational Service Agency. Start-up costs range from $755 to $1,600 per year, and per pupil expenses are $680. Twenty teachers are needed, although the number varies according to project size. The project is 12 years old.

**CONTACT** Paul L. Gundlach, CESA 12, Box 564, Portage, WI 53901, 608/742-8811

# TEACHING RESEARCH/ OREGON PARENT TRAINING NETWORK

**Oral Communication**
**Birth to Adult**
**Handicapped**
**Urban**
**Suburban**
**Rural**

**DESCRIPTION** This statewide project, supported by a core training clinic at Teaching Research in Monmouth, Oregon, provides a training model for developing parent competencies in the implementation and evaluation of behaviorally-based intervention programs. Adhering to the principles of individualized learning, sequentially prepared remedial programs are provided by clinical staff for parental use in a clinical or home environment. The programs are focused upon 4 areas: 1) self-help skills; 2) language and communications development; 3) pre-academic and academic skill development; and 4) social adjustment.

Parents are taught to conduct remedial programs with their child, and a Parent Trainer, with the help of a communications specialist or physical therapist, assists parents in monitoring progress and setting new objectives for each child. Successful with handicapped and non-handicapped children, this project addresses social behavior problems and motor development delay as well as basic skills. Its effectiveness is attributed to the emphasis on parental training, which helps parents cope with immediate problems as well as with more long-range attitudes. This project has been replicated on a smaller scale in 4 states.

**PARENT AS TUTOR** At home or in a clinic, parents are taught to conduct specific learning programs with their child to remedy identified problems. Parent trainers work with parents each week to develop lesson plans, monitor goals and review progress. To facilitate the setting of individualized goals, parents are instructed to obtain baseline data and record information. In addition, parents are trained to arrange learning environments and to deal with behavior problems. Parent trainers receive follow-up on-site visits approximately every 8 weeks in Oregon and once a year at out-of-state locations.

**INSTRUCTIONAL METHODS AND MATERIALS** Parents use lesson plans prepared by parent trainers or therapists, recording behavior on data collection forms. These forms are analyzed by the parent trainer and used, in conjunction with parental input, as the basis for the next week's program. Behavioral and skill development learning approaches are adopted according to the specific areas needing attention. If the problem involves a classroom setting, teachers work with parents and parent trainers. (See pg. 51 for information on ordering instructional materials.)

**EVALUATION** Measurement of success is achieved by monitoring completion of programs, which are used as objectives to be met. Eighty-one percent of the programs were successfully terminated and 19 percent were not. The major reason for unsuccessful termination was attributed to family moves, with another factor being parental satisfaction with behavior changes before stated objectives had been met.

**SERVICES AVAILABLE** The staff can offer on-site awareness workshops, training in the parent training model, and follow-up on-site technical assistance.

**IMPLEMENTATION REQUIREMENTS** Between July 1977 and June 1979, this 8-year-old project served 726 children and their parents. The project is supported in Oregon by the state Mental Health Division, and by federal funds elsewhere. Operating costs are about $24,000, which provides the salary for a full-time parent trainer. Additional staff requirements include a communication therapist and a physical therapist on a consulting basis.

**CONTACT** Dr. William G. Moore, Chairman, Special Education Department, Teaching Research Infant and Child Center, Monmouth, OR 97361, 503/838-1220, Ext 391

# SECTION FOUR
# ORDERING INFORMATION

# INSTRUCTIONAL MATERIALS USED IN PARENTING PROJECTS

This is a partial listing of instructional materials specifically developed by parenting projects which are currently being used.

| ORDER FROM: | TITLE |
|---|---|
| PALS<br>School Volunteer Program<br>School District 11<br>1250 Arnow Avenue<br>Bronx, NY 10469<br>Attn: Carol Onley | Bibliographies<br>At-Home Activity Books<br>At-Home Activity Kits<br>Reading Games Handbook |
| Early Education Project/<br>Parent-Infant Program<br>Central Institute for the Deaf<br>818 South Euclid<br>St. Louis, MO 63110<br>Attn: Publications Dept. | Price list and order form available for videotape and slide tape productions. |
| Home and School Institute, Inc.<br>c/o Trinity College<br>Washington, DC 20017<br>Attn: Publications Dept. | *Families Learning Together*, $11.00<br>*A Family Affair: Education*, $8.00<br>*The Three R's Plus*, $9.00<br>*101 Activities for Building More Effective School Community Involvement*, $6.25<br>*Take Homes: Skill Building Activities for Home Learning*<br>(One book available for each Grade: K, 1, 2, and 3), $7.95 |
| Home Study Program (Parent/ Student Partnership in Learning Programs)<br>New Orleans Public Schools<br>4100 Touro Street<br>New Orleans, LA 70179 | Master Set of Home Study Lessons and Answer Key, $100.00 |
| Child-Parent Centers<br>Board of Education, City of Chicago<br>228 North LaSalle Street<br>Chicago, IL 60601<br>Attn: Dorothy Kellberg | List of materials available upon request. |

| | |
|---|---|
| Parent Partnership Program<br>Supportive & Instructional Programs<br>Room 118<br>School Administration Bldg.<br>21st & the Parkway<br>Philadelphia, PA 19103<br>Attn: Dr. Edmund J. Forte, Director | Single copies of booklets, flyers, and other materials developed by the school district are currently available at no cost. |
| Home Curriculum Program<br>Detroit Board of Education<br>5057 Woodward, Room 816<br>Detroit, MI 48202 | *Parents Assisting in Reading Manual*<br>*Parents Summer School Manual*<br>*Home Curriculum Parent Manual*<br>*Detroit Objective Referenced Test*<br>*Parent Guide* |
| The Kenosha Model: Academic Improvement Through Language Experience<br>Kenosha Unified School District No. 1<br>625 52nd Street<br>Kenosha, WI 53141<br>Attn: Tom Zuhlke | One copy of the Parent Paper free upon request.<br>Other materials, including a comprehensive training manual, at no charge to adopting agencies. |
| A Comprehensive Program for Handicapped Pre-School Children and Their Families in Rural and Non-Urban Areas<br>Dept. of Children's Services<br>Southeast Mental Health and Retardation Center, Box 2083<br>Fargo, ND 58103 | Publications and price list available upon request. |
| Family, Infant and Toddler (FIT) Project<br>Box 1511<br>Peabody College of Vanderbilt University<br>Nashville, TN 37203<br>Attn: Harris Gabel | *A Guide to Leading Parent Groups*<br>*A Guide for Rural Family Implemented Educational Programs*<br>(FIT Guide) *A Guide for Training Professionals Concerned with Early Childhood Special Education*<br>*Curriculum Utilization Guide* |
| Early Prevention of School Failure<br>114 North Second Street<br>Peotone, IL 60468<br>Attn: Luceille Werner | Parent Activity Cards, One set $20.00<br>*In Touch with Parents*, $5.50<br>*Recipes for Homemade Teaching Materials*, $5.50 |

| | |
|---|---|
| Grand Rapids Academic Summer Program<br>Grand Rapids Public Schools<br>143 Bostwick Ave.,<br>Grand Rapids, MI 49503<br>Attn: William J. Oosse | Mathematics Packe[illegible]d Reading Packets for Grades 1-8, $7.00 each packet<br>*Parent Handbook*, $.75<br>Letter of Agreement, No charge with order<br>Certificate of Achievement, No charge with order<br>Scoring Service for One Subject (packet), $4.25<br>Scoring Service for Two Subjects (Math and Reading packet for same grade), $7.25<br>Achievement Award, $1.00 |
| Project HELP—Office of State and Federal Programs<br>Benton Harbor Area Schools<br>240 Jefferson Street<br>Benton Harbor, MI 49022<br>Attn: Gladys Peeples Burks | Materials available at no cost and include sample recipes, a cost-effectiveness study, evaluation summaries and program descriptions. A filmstrip and cassette are available on a loan basis. |
| Education is a Family Affair—Calendar of Skills<br>Duval County Public Schools<br>Director of Communications<br>1701 Prudential Drive<br>Jacksonville, FL 32207 | *A Calendar of Skills K-6*<br>Progressing through School: Facts for Parents |
| The "R" Connection<br>Indiana Department of Public Instruction<br>Division of Reading Effectiveness<br>229 State House<br>Indianapolis, IN 46204 | Video cassette tapes and accompanying program planning guides. (Pre-school to Grade 3; Grades 4-6; and Grades 7-12)<br>"Parent Participation—A Formula for Success Workshop"<br>Parent Pamphlets (Instructional Guides for Parents) |
| Volunteers in Service in Our Neighborhood<br>School District 151<br>Roosevelt Community Education Center<br>320 East 161st Place<br>South Holland, IL 60473 | Developmental Lab Catalog—list of learning aides used in the project |
| Bear River Head Start<br>495 E. Fifth South<br>Logan, Utah 84321<br>Attn: Mrs. Sheri Noble | Home Start Curriculum Guide, $7.25<br>Curriculum Handout Check Sheets |
| OUTREACH: Macomb 0-3 Regional Project<br>Western Illinois University<br>27 Horrab[illegible] Hall<br>Macomb, IL 61455 | Complete description of dissemination materials available upon request. |

| | |
|---|---|
| Teaching Research/Oregon Parent Training Network<br>Teaching Research Infant and Child Center<br>Monmouth, OR 97361 | Complete list of materials and documents available upon request. |
| The Portage Project<br>CESA 12<br>Box 564<br>Portage, WI 53901<br>Attn: Paul L. Gurdlach | *Portage Guide to Early Education*, $32.00<br>*Portage Parent Program* Instructors Set, $10.00<br>Parent Readings and Inventories, $18.00<br>*Parent's Guide to Early Education*, $12.00 |
| Home-Based Early Childhood Program<br>Carroll County Board of Education<br>Box 510<br>Huntington, TN 38344 | Carroll County Pre-school Developmental Curriculum, $9.75 |

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Child-Parent Centers, 7

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**APPROVED BY THE JOINT DISSEMINATION REVIEW PANEL**

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